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ABSTRACT

This study examined writing samples from across the United States to provide information on the writing of students in American high schools, students taking the General Educational Development Examination (GED), and a group of undergraduate students at Indiana University. The report includes findings on writing fluency, correctness of spelling, spelling variations, and the amount of estimated interference posed by misspelling. The samples for this study came from three national writing assessments, one state writing assessment program, and one comparison group of undergraduate students at Indiana University. Findings fall into two major categories: (1) words written (including the number of words per sample, the relationship of words written to the number of samples and of prompts, the most frequent words, and a sample of words which have either entered or left common usage since earlier studies); and (2) correctness of spelling (including the overall percentage of correctness, the most frequently misspelled words, and the numbers of variations of spelling). (Twenty-one tables of data and five figures are included. Appendixes contain the most frequently written words for grades 9 through 12, GED, and Indiana University undergraduates, and the most frequently misspelled words for the same groups.) (SR)

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AN EXAMINATION OF THE WRITING VOCABULARY OF STUDENTS IN GRADES NINE THROUGH TWELVE

A Study of a National Sample of High School Writing

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CS212428

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After the writing samples were collected, the task of coding and entering the data into computer files was begun. The management of the 6,000 samples and of the staff that counted spelling errors and entered the complete essays into the computer was a large task. We gratefully acknowledge the contributions of Bruce Robbins, who, during the first year of this study (Farr, Beverstock, & Robbins, 1988) helped design the data handling procedures for the elementary grade level study which were continued with the secondary and post-secondary data set. Cheryl Logsdon was superb in recruiting and managing a large staff of coders, readers, and typists. These staff people included: Rebecca Hart, Marian Brazzell, Kelley Miller, Jeff Pennington, John Rathgeb, Glenna Rudolph, Michelle Wozniak, Jennifer Uszler, Linda Applegate, Julie Anderson, Stacey Silverman, Trinette Scott, Sherrie Henry, Cathy Barnes, Steve Gardner, and Donna Lockett.

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INTRODUCTION

Concern about the quality of education in this country is widespread, and spelling remains a barometer of the perceived quality of education. The continuing press coverage of the spelling includes praise for the National Spelling Bee, and criticism in, among others, the syndicated columns of James Kilpatrick. A recent article by Kilpatrick was headlined "Examples of bad spelling flood the mail" (Herald-Times, Bloomington, Indiana, 1989). The opening paragraphs illustrate the depth of feeling felt by many:

> Are good spellers born, not made? Is there a spelling gene, good or evil, concealed within every person's DNA? Is something wrong with the way spelling generally is taught in the schools?
>
> I raise the rhetorical questions in a sense of dismay that verges on despair. The very least that an editor or publisher may ask of a writer is that the writer know how to spell. Yet every day's mail brings bloodcurdling examples of misspellings by reporters on newspapers of substantial circulation. How come?

Kilpatrick's questions lead us to ask whether the situation is as dire as he paints it, whether a "bloodcurdling flood" is indeed engulfing this country. First, an examination of Kilpatrick's examples reveals that many of the words that he labels as misspelled are words which are correctly spelled, but are rather incorrect usages (**prostrate** instead of **prostate**), while others are not conventionally accepted words (**necesary** instead of **necessary**). But in examining the seriousness of the situation, we must note that Kilpatrick did not doubt that he knew what the author meant in each of his samples. This demonstrates that, although the attention of the reader may be momentarily diverted by an unconventional spelling, the reader can still interpret the message.

But, extending Kilpatrick's metaphor, are readers presently wading, swimming, or sinking in misspelled words? This question carries great emotional weight because spelling symbolizes a broader understanding of literacy in the minds of the general public. This study provides some new information on the writing of students in American high schools, students taking the General Educational Development Examination (GED), and a group of undergraduate students at Indiana University. In this report we have included findings on writing fluency, correctness of spelling, spelling variations, and the amount of estimated interference posed by misspelling.

Word List Review

Word listing represents an effort to approach spelling and vocabulary empirically. The purpose for generating the lists is usually to provide a base for decisions about curriculum development. Despite the many attempts, development of the definitive writing vocabulary or spelling list is elusive. Questions continue to face the developer/researcher: Do children need to learn the words that children use or the ones that adults use? How much overlap is there between adult and child vocabularies? Can a permanent list be developed or does the list require periodic adjustments due to the changing nature of the language? How often would such a list need to be updated? Should spelling lists be based on the words that children use in their writing -- or on those they might use if they could spell them correctly?

Existing word lists have been compiled from three primary sources. One major set of lists has been developed from writing samples which have resulted in **writing vocabulary lists** (Bauer, 1916; Fitzgerald, 1951; Hillerich, 1966; Horn, 1926; Jones, 1913; Rinsland, 1945; Smith & Ingersoll, 1984; Tidyman, 1921). The second source of lists was developed from published texts which have resulted in **printed vocabulary lists** (Carroll, Davies, and Richman, 1971; Dolch, and Buckingham, 1936; Fry, 1957; Gates, 1935; Harris and Jacobsen, 1972 & 1975; Kucera and Francis, 1967; Sakiey and Fry, 1979; Thorndike, 1921 and 1931; Thorndike and Lorge, 1944). The third and least used source is oral language which has resulted in **spoken vocabulary lists** (Dale, 1931; Dale and Chall, 1948; Murphy, 1957; Jones and Wepman, 1966; Wepman and Hass, 1969; Moe and Hopkins, 1975).

One analysis of word lists has been the comparison of the words chosen for different spelling series and the grades at which the words are presented (Hagarty, 1981). The Spelling List Concordance (Indiana University, 1988) presents seven of the major publishers' lists, the grade placement for each word in each program, mean grade placement, grade placement range, and an agreement of placement index.

The Horn list, though now more than 60 years old, is frequently cited in the development of spelling lists. Horn (1926) listed 10,000 words most often used outside of school from 65 types of writing and 5,136,816 running words. (For comparison, the Indiana Writing Vocabulary Lists [Grades 2 through 12, GED and university] were developed from a total of 29,047 writing samples and a total of 4,229,814 running words.) Horn included business correspondence; personal correspondence; vocabulary of the letters of people of more than average literacy ability, including well-known writers; vocabulary of letters printed in magazines and metropolitan newspapers; letters of application and recommendation; vocabulary of adult writing needs other than correspondence, such as minutes, resolutions, committee reports, and of excuses written to teachers by parents; and the vocabulary of the letters of a single individual.

Horn (1926) found that some words fell in the first 100 in frequency no matter how much material was tabulated: I, the, and, to, a, of, be, in, we, have. By comparison, the present study of grade 2 to 8 writing sample revealed that the words the, a, and, was, to, and I comprised 20% of all of the running words in the children's writing. Horn included slang, colloquial, and supposedly obsolete words in his list. However, he did not include proper names, and words of less than four letters "since these have relatively small spelling difficulty."

Another of the influential developers of lists based on writing is Fitzgerald (1951). Fitzgerald's list is often cited as a reference by many of the major publishers of spelling series. His commentary on the word lists, and particularly on the use of the word lists, remains valuable. He has written:

> It seems certain now that the course of study should be scientifically planned in order that children can be guided in a well-organized curriculum to learn the spelling or words that they need to write effectively in the situations that call for writing.
>
> One of the most important causes of poor spelling in the past, and to a great extent even in the present day, is invalid word lists. In many curriculums words have been chosen without careful attention to the validity of the sources. Words have been taken frequently from vocabularies which, although worthwhile for the purposes of the

> investigators, are not highly valid for writing in the elementary school. Too many words are presented which are of too little value. Too large a number of words to learn, many of which are not recognized as useful by the child, is a cause for discouragement and failure. In some curriculums, as much emphasis is given to the presentation of words which a child will write infrequently as to the teaching of those which he will write frequently. (p. 7)

According to Fitzgerald (1951), the major concerns that face the developers of spelling curriculum materials are the sources of words, their validity for the elementary school, the number of words to be presented, whether the words make sense for students to learn, whether the frequency of word use is taken into account, whether there is differentiation for "gifted, average, slow-learning," and whether words are presented at the appropriate grades. Fitzgerald (1951) states:

> A most important fundamental for the spelling curriculum is a basic word list, scientifically selected and properly graded. (p. 3)
>
> The investigations most useful for word selection in spelling are those based upon the real writing of child and adult. However, studies of oral and reading vocabularies are helpful in evaluating words for grade placement. (p. 5)

The Indiana University Concordance List (1988) has been developed to include both the vocabulary used and the analysis of misspellings in one list, unlike many earlier efforts.

> Data on the misspelling of words are of particular importance in selecting spelling words for various grades. In brief, the procedure for word selection involves the use of valid research to determine words common to child and adult writing, to discover words common to child and adult writing, to discover words highly crucial in adult writing which become progressively more valuable to children as they go from level to level, and to identify important words frequently used in child letter writing and school work but of low frequency in adult letter writing. (p. 39)

In deciding which words to use we must balance the children's present writing vocabulary needs with their future writing needs as adults. Some vocabulary is specific to children's contexts, such as teacher's, Halloween, Valentines, handkerchiefs, Santa Claus, arithmetic, doll, airplane, bicycle, classmate. We need to examine these school-or-childhood specific words, the language of games, toys, and other language specific to the interests of children, and also should consider adult lists for future writing needs.

Another issue is the permanency of certain words. Horn studied the etymology of 5,000 words used in writing. His 5,000 words were collected in 1926 and he found that only 16 of these 5,000 words had entered the language since 1865. Two examples were automobile and basketball. He did note that new trade names frequently appeared on his lists. This has been corroborated in the present study, although many more new words have appeared due to the technological gains in the past 60 years. Meanings and popularity of words also change over time, as in the word computer, which not long ago was an infrequently used word that meant mathematician.

Sources of the Data

The writing samples had to meet several conditions to be included in this study. First, they had to be from national or state assessments of direct writing proficiency. "Direct" assessments of writing skill are based on a writing sample; the "indirect" method, generally refers to multiple-choice questions about writing correctness. Second, the samples as a whole were to be representative of the range of socioeconomic status, region, and gender across the United States. Third, the samples were to have been holistically scored under known conditions. Fourth, some evidence of the reliability of the scoring of the essays had to be available. Finally, the samples were to have been written in response to specific prompts and with administration protocols that could be made available to the researchers.

This study has been possible only because direct measures of writing have increased dramatically in recent years. The direct assessment of writing includes several alternatives for scoring the writing samples -- primary trait, analytic, holistic, computer analysis, and T-unit, among others. Holistic scoring is preferable for direct writing assessments because it is the most researched, has been widely adopted and is the simplest to use (Sopko, 1988). According to Jongsma and Dean (1988),

> Holistic scoring is best suited for reporting group performance, particularly in large scale evaluations such as district-wide or state-wide assessments. As such, holistic scoring offers a relatively simple way of assessing growth in writing proficiency over time, of measuring group differences in writing performance, and of determining the effectiveness of a writing program. (p. 12)

The writing samples included in this study allow comparisons of the writing vocabularies of students of differing writing proficiencies and at different grade levels.

The samples for this study (secondary and post-secondary samples) came from three national writing assessments, one state writing assessment program, and one comparison group of undergraduate students at Indiana University. The national assessments were two sets of the Writing Test from the Metropolitan Achievement Tests, published by The Psychological Corporation (1987) and, for comparison, a set of papers from the National Assessment of Educational Progress 1984 Writing

Mechanics Data Tapes User Guide (1988), Assessment of the Conventions of Writing (1986), and the 12th grade norming sample and first adult examinees of the Tests of General Educational Development (GED) writing test published by the American Council on Education (1987). Texas, through its Texas Educational Assessment of Educational Skills (TEAMS), contributed samples to the state-level portion of the study. Grateful appreciation is expressed to the cooperating assessment offices for permitting the use of their samples in this study. Table 1 provides an overview of the sources of samples included in this study at each grade level.

Table 1
Sources of Samples by Grade Level

Grade	*Assessment*	*Number*	*% of Grade*	*Total/ Grade*
Nine	Metropolitan Texas TEAMS	579 499	54 46	1078
Ten	Metropolitan	675	100	675
Eleven	Metropolitan NAEP	493 461	52 48	954
Twelve	Metropolitan GED/Norming	313 568	36 64	881
GED	Writing	2120	100	2120
IU GED-like		369	100	369
TOTAL		**6077**		**6077**

Sample Description

Table 2 depicts the gender of writers by grade level, showing a gender balance in all but the university sample.

Table 2
Gender of Writers by Grade Level

Grade	*Female*	*Male*
Nine	51	49
Ten	52	48
Eleven		
NAEP	48	52
MAT	47	53
Twelve[1]	53	47
GED	49	51
IU	41	59

[1] Gender not included for GED norming sample.

Geographic Region

The samples were divided into four geographic regions of the country. These regions were defined as Northeast, Midwest, South, and West and was based on an assignment of states to each region by the National Education Association. This procedure splits the population of the United States into four approximately equal population units (National Education Association, 1977). See Table 3 for the regional distribution of the samples.

Table 3
Geographic Region of Writers by Grade Level

Grade	*East*	*Midwest*	*South*	*West*	*Other*
Nine (MAT/Texas)	13.90	1.39	23.63	61.08	***
Ten (MAT)	44.40	***	54.80	0.79	***
Eleven[1] (MAT)	14.81	***	79.72	5.48	***
Twelve[2] (MAT)	78.80	***	25.24	0.96	***
GED[3]	***	***	***	***	***
IU	5.15	89.43	2.17	0.81	2.44

[1] Region not available for the NAEP data.
[2] Region not available for GED Norming sample.
[3] Region not available for GED data.

DESCRIPTION OF SAMPLE

Scoring

All of the essays (with the exception of the Indiana University essays) included in this study had been previously scored by experienced, trained readers prior to inclusion in this study. The availability of this rating for each paper represents a clear advantage for the present study over previous investigations of a similar nature. However, the use of several sources of papers, while providing a wide range of topics and student backgrounds, brought with it several scoring procedures and score scales. It was necessary to collapse these several scales into a single scale, so papers from the various sources could be combined and generalizations could be drawn across sets of papers. This step was accomplished by transforming the several score scales into a single 1-99 scale. This transformed scale simply assigned 1 to the lowest obtainable score on each original scale, 99 to the highest possible such score, and intermediate values proportionately between these values. The transformed scale did not normalize the original scales or change the shape of their distributions in any way. The transformation simply permitted us to combine the several scales into a single combined scale metric.

Table 4 provides a summary of the mean scores of the samples in this sample clustered slightly above the mean for the scale. In Table 5, the standard scores are broken down by the proficiency level of the writers as measured by their scores on these samples.

Table 4
Mean Standard Scores by Grade Level

Grade	*Mean*	*S.D.*
Nine	56.03	20.00
Ten	57.49	19.86
Eleven[1]		
NAEP	39.01	20.20
MAT	55.38	20.75
Twelve[2]	63.72	18.73
GED	44.64	7.60
IU[3]		

[1] Scores reported separately due to separately coded variables in the data base.
[2] Metropolitan source data only; scores not available for GED/12.
[3] No scores were available for the IU samples.

Table 5
Means Scores by Proficiency/Grade/Source

Grade	*High*	*High/Mid*	*Low/Mid*	*Low*
Nine (Texas)	94.2	69.6	44.9	25.7
Nine (MAT)	89.1	65.6	40.5	11.3
Ten	89.4	68.9	40.5	8.6
Eleven	90.5	64.9	40.1	8.4
Twelve	89.8	66.9	41.3	7.5
GED[1]	53.4			42.2
IU[2]				

[1] GED separated at midpoint of scale (low = 6 and below, high = 7 and above).
[2] No scores were available for the IU samples.

Each of these assessments measures writing through eliciting a direct sample of writing. Each assessment provides standardized protocols, prompts, and scoring procedures. Although the writing assessments share many common traits, they also are characterized by differences. These differences can include amount of time for writing, the age and school status of the examinees, and the kind of prompt and the writing expected to result. Sources of the data, protocols, prompts, and scoring procedures will each be described in turn.

The Assessments

Metropolitan Achievement Test: Writing

The Writing Test is one part of the sixth edition of the Metropolitan Achievement Tests (MAT6). The first set of samples used in this study comes from the MAT6 norming set administered nationally in the spring of 1985.

> The MAT6 Writing Test was normed concurrently with the MAT6 Survey Battery and the Language Diagnostic Tests. A two-stage sampling procedure was employed. During the first stage, a nationally representative sample was selected to take the Survey Battery and Diagnostic Tests. Participants were selected to represent the national student population in terms of geographic region, socioeconomic status, school system size, and ethnicity. In the second stage, a subsample was randomly selected to participate in the standardization of the MAT6 Writing Test. (Wiser, 1988, p. 7)

These data were carefully chosen to be nationally representative and to provide an anchor across all the data in this study, since each grade level from two to twelve was included in the norming sample. The second set of Writing Test samples came from an equating study in spring of 1987 and added new prompts to those normed in 1985.

> A sample of 7,547 students, representing 31 school districts and 20 states, were assessed. The students were stratified by grade level with 2,269 third graders, 2,738 sixth graders, and 2,540 tenth graders participating. Because the study was for equating the prompts, not standardizing them, the sample was not selected to mirror national census data. However, an effort was made to sample school districts from a variety of geographic areas... (Jongsma and Dean, 1988, p. 5)

Since this was an equating study, the data from the second set of Writing Test samples present a special opportunity to compare the responses of a single writer to a pair of prompts. This comparison can be made both globally across the sample and on a writer-by-writer basis.

There are three levels of the Writing Test: Level 1 for grades 2 through 4, Level 2 for grades 5 through 8, and Level 3 for grades 9 through 12. The test measures narrative/descriptive writing.

National Assessment of Educational Progress Writing Test

The National Assessment of Educational Progress (NAEP) is currently administered by the Educational Testing Service under a grant from the United States Department of Education. The national assessment has been "mandated by Congress to collect data over time on the performance of young Americans in various learning areas" (Norris, 1987).

> Its primary goals are to detect and report the current status of, as well as changes in, the educational attainments of young Americans, and to report long-term trends in those attainments.
>
> In 1984, NAEP conducted an assessment of attitudes and achievement in reading and writing for more than 100,000 students who were 9, 13, or 17 years old or in the corresponding modal grades 4, 8, or 11. For the writing portion of the assessment, nationally representative samples of students completed a variety of writing tasks and answered questions about their attitudes toward and experiences with writing and related activities.
>
> The writing task "Hole in the Box" ... was administered to all three grade/age levels. Of the 8,970 essays collected for this task, a subsample of approximately 500 essays at each age (9, 13, and 17) was randomly sampled, scored, and used to examine students' writing ability to use the conventions of written English. (Norris, p. 1)

This subsample of 500 essays (randomly selected from the 8,970) is the sample used in the current study. In selecting the samples, "nationally representative probability subsamples were drawn from the total national sample....Results for these papers provide good estimates of national levels of performance" (Applebee, Langer, and Mullis, p. 10).

Texas TEAMS Test: Writing

The writing samples from Texas used in this study came from the Written Composition Field Test administered in March 1986 to 5947 students in Grade 9. A stratified random sample of 499 of these essays were included in this sample. Writing assessment in Texas has been mandated by the state legislature and designed by school district personnel and Texas Education Agency staff as part of the Texas Educational Assessment of Minimum Skills (TEAMS), which is designed to promote effective writing instruction in the Texas public schools.

> TEAMS encourages teachers to help their students to improve their ability to think and reason clearly, to advance their thinking from simple to complex ideas, and to express themselves in written form. Many language specialists contend that learning to write is one of the most difficult yet probably one of the most important things a child does. The TEAMS test helps to assure that all students attending the Texas public schools will receive instruction in effective writing skills. (Texas Education Agency, pp. 4-5)

The assessments were field-tested to assess the potential usefulness of the topics for statewide use. The Texas design measures the ability of students to write for different purposes (persuasive, informative, and expressive) and in different modes (narrative, descriptive, and classificatory). The audience, formal or informal, is specified in the prompt. Elaboration is required and is considered to be an essential part of good writing. A student cannot score three or four on the exam without sufficient elaboration. (The scale ranges low to high from 0 to four.)

General Educational Development

The Tests of General Educational Development (GED) are the most widely used high school equivalency examination. These tests are revised periodically to reflect current curriculum and instruction in U.S. high schools. Since the last revision in 1978, greater emphasis has been placed on writing skills and on higher level thinking skills such as those defined in Bloom's Taxonomy (1956). The 1988 version contains for the first time a writing sample and greater emphasis on higher level thinking skills in the multiple-choice questions. The samples included in this study were among the first in which the new version of the test was used.

Indiana University Undergraduates

The Indiana University Undergraduates portion of this study was undertaken during the spring semester of 1989 in cooperation with the Psychology Department, which requires enrollees in its introductory psychology course to participate in three experiments. Participation in this study served as one participation assignment. This psychology course meets general education requirements for an undergraduate degree at Indiana University. To be admitted to Indiana University, undergraduates must graduate in the upper 50 percent of their class in high school and score in the upper 50 percent on the Scholastic Aptitude Test (SAT). The age of students in this sample is similar to many GED examinees and is just a few years beyond the twelfth grade. This sample included 60.16 percent first-year and 33.60 percent second-year students. Therefore, they are very similar in age to many GED examinees (36 percent of the GED samples in this study were written by 18, 19, or 20 years old; 66 percent of the sample are 25 years and below). The sample included here represents about one fourth of the students taking introductory psychology that semester; the members of this sample were self-selected as they fulfilled their experiment participation requirement.

Testing Protocols

Metropolitan Achievement Test: Writing

The Metropolitan Writing Test protocol requires standardized testing conditions. The manual includes directions for preparing parents, students, and the test administrators (suggested to be the classroom teacher to minimize the students' anxiety) for the test. The test takes 30 minutes--10 minutes for the directions and 20 minutes of writing. The students are directed to write on the two pages provided in the test folder.

National Assessment of Educational Progress Writing Test

The directions to the students were,

> Look carefully at the picture. Imagine yourself in the picture. Describe the scene and how you feel about what is going on around you. Try to make your description lively and interesting. (Norris, p. 2)

Students had about 16 minutes to write the essay.

Texas TEAMS Test: Writing

The Written Composition Test directs students to read the prompt and to write in response to it. The test is untimed. The students in this sample had at least one similar test in the seventh grade and many had also been given practice prompts in class. While teachers had been made aware of the criteria for scoring of the test, no discussion of those criteria was included in the directions to the students.

General Educational Development

The GED examinees are allowed 45 minutes to write. They are directed to "use all parts of the writing process in responding to the topic... they are encouraged to plan, draft, and make some revisions and corrections" (Swartz, p. 14). Examinees are provided two lined pages for writing.

Indiana University Undergraduates

The Indiana University participants responded to a protocol similar to the GED protocol, in topic, writing time and instructions. They were told that they were participating in a national study to examine claims that college students (as well as students at other levels) have become very poor writers. They were asked to write as well as possible in order to refute those assertions. They were not told that spelling would be a major point of analysis in the data. They were asked to fill out a background sheet that included their home state, gender, age, year in school, grade-point-average and self-assessment as a writer. Although this protocol is somewhat different from the conditions under which the rest of the samples were collected, the college students experienced test condition pressures similar to the rest of the writers in this study. Our goal was to elicit the best writing sample possible.

Prompts

The prompts both enable and constrain the writing. Within this study we have both picture-centered prompts and written statement prompts.

Metropolitan Achievement Test: Writing

For the Metropolitan test, students write to narrative/descriptive prompts.

> For all prompts, students are directed to 'write a story about the picture...tell what is happening and what might happen next' in response to a pictorial stimulus. The narrative/descriptive type was selected in an effort to provide consistency across grade levels. That is, in the lower grades, nearly all writing is descriptive or narrative. However, in the upper grades, variety increases with a greater emphasis on expository and argumentative types, but not to the exclusion of narrative/descriptive. By using the narrative/descriptive type, the MAT6 Writing Test is able to provide a consistent measure of growth across grade levels. (Jongsma and Dean, pp. 2-3)

National Assessment of Educational Progress Writing Test

In the NAEP students were given a picture prompt showing a large box with holes of various shapes in it and an eye looking out of one of the openings.

Texas TEAMS Test: Writing

In the TEAMS assessment at the lower grades, picture prompts are accompanied by written directions. In grades seven and nine, some prompts do not include pictures, but a picture is always included if the prompt is aimed at descriptive writing. The prompts included in this sample were aimed at persuasive writing, one on the length of the school week and the other on school uniforms.

General Educational Development

GED examinees write:

> an original composition based on a single expository topic. The topics present an issue or a situation of general interest about which adults would be expected to have some knowledge. The topics are brief and are written at a reading level appropriate for adults. All of the topics use highly "directive" language...the topics advise examinees to '**state** a view' or '**present** an opinion' or '**explain** why or how....' ...all are expository in

> nature.... As such, the topics are distinguished from those that require formal argumentation." (Swartz, p. 13)

New topics are field-tested with GED examinees and with high school seniors to ensure that the test prompts provide adequate information to write a response and that the prompt elicits the appropriate rhetorical form. Scores on the new topics are then compared to earlier topics to ensure a similar difficulty level.

Indiana University Undergraduates

The Indiana University students wrote to one of five prompts written by the Indiana University research team to closely resemble the prompts used on the GED. The topics were developed to elicit opinions on issues of general interest.

Scoring

Metropolitan Achievement Test: Writing

All Metropolitan writing samples were scored by two trained readers at Measurement, Inc. Papers were scored on an eight-point scale in which 1 was the lowest and 8 the highest possible score. If the scores assigned by the readers differed by more than two points, a third reading was conducted. A third reader was needed less than 1 percent of the time. The reliability of the scoring by readers ranged from .86 to .95 in the first samples, and .92 to .96 on the equating samples. A between-forms reliability of .70 to .75 is reported (Hogan, Farr, Prescott, and Balow, 1987). The validity of the MAT6 Writing Test is demonstrated through its relationship to related measures on the rest of the MAT6. The MAT6 Writing Test correlates with the other MAT6 tests between .40 and .70. The correlations are higher with the language subtests than other parts of the MAT6.

National Assessment of Educational Progress Writing Test

The NAEP samples were scored by "experienced English teachers, thoroughly trained in scoring students' adherence to the conventions of grammar and usage" (Applebee, Langer, and Mullis, p. 10). Papers received two overall scores--"primary trait" score which indicated how well the writer accomplished the specific writing task demanded by the prompt, and an "overall fluency," or holistic, score. For the NAEP samples, holistic scores of 1 to 3 were defined as poor samples and scores from 4 to 6 were considered good. In the eleventh grade the mean score was 3.21 with a standard deviation of 1.38. The samples were also coded for sentence types and errors in writing conventions. The samples were read by one reader with a 20 percent reliability check of rereadings. "Second scorers did not see the first scores and discrepancies were resolved by the scoring supervisor" (Beaton et al, p. 184). The percentages of exact score point agreement for this prompt varied from .86 to .92 (Beaton et al, p. 398).

Texas TEAMS Test: Writing

The TEAMS writing samples were holistically scored by Measurement, Inc. under the following conditions:

> Approximately 140 qualified readers at each grade level are employed annually to score the 1.1 million TEAMS written compositions. Readers must have at least a bachelor's degree in English, journalism, education, or a related field. In addition, they must have teaching experience or other qualifying experience with children or in the assessment of writing. (Texas Education Agency, p. 13)

The scoring procedure used in the Texas writing assessment is called **focused holistic scoring** "because the criterion for assigning the score is the degree to which the paper organizes ideas for a specified purpose and audience task" (Texas Education Agency, p. 13). To ensure uniform scoring, detailed scoring guides are prepared for every set of papers.

> "0" papers, for example, do not address the task at all. "1" papers attempt to address the task, but fail to do so acceptably. "2" papers are minimally successful, "3" papers moderately so, and "4" papers successful. Specific characteristics of papers at each scoring level are drawn up in detail, so that there can be as little doubt as possible what score a given paper should receive. (Texas Education Agency, p. 13)

For the actual scoring, three readers scored each paper. They maintained a reliability of .99 between-scorer agreement.

The directions for scoring include specific criteria for spelling, writing dialogue, punctuation, run-on sentences, writing stories, and the constraints of the testing situations. Although each of these criteria are to be considered in determining the score, the section on spelling is most pertinent to the present study.

> Students progress through various stages as they learn to spell the thousands of words in their oral vocabularies. Some children progress more slowly than others through the stages of learning to spell. Some papers contain numerous errors while others are virtually free of errors. Individuals who have worked with elementary school students generally find it easy to decipher nonstandard spellings, since attempts to spell usually reflect both an underlying knowledge of phonology and knowledge of what has been learned up to this point about the orthographic representation of sounds. The students' scores will be affected if numerous errors in basic, familiar words occur. However, if nonstandard spelling of more complex words can be deciphered and the flow of words makes sense to the reader, the score on the written composition will not be affected. (Texas Education Agency, p. 17)

General Educational Development

GED examinees are directed to write approximately 200 words, but the number of words is not part of the scoring guide. The samples are scored either by GED or by state agencies trained by GED. The samples are scored holistically by two readers on a scale of 1 to 6 in which 1 is the lowest score and 6 is the highest. If the sample receives the same score or scores within one point of one another, the scores are added. If the scores differ by more than one point, the sample is read a third time, the three scores are averaged and the resulting score is doubled to represent two scores.

During the initial reading, the scores are divided into the "upper-half" (scores of 4, 5, or 6) and "lower-half" (scores of 3, 2, or 1). Upper-half papers:

> ... make clear a definite purpose, pursued with varying degrees of effectiveness. They also have a structure that shows evidence of some deliberate planning. The Writer's control of the conventions of Standard Written English (spelling, punctuation, grammar, word choice, and sentence structure) ranges from fairly reliable at 4 to confident and accomplished at 6. (Swartz, p. 16)

In contrast, the lower-half papers:

> ... either fail to convey a purpose sufficiently or lack one entirely. Consequently, their structure ranges from rudimentary at 3, to random at 2, to absent at 1. Control of the conventions of standard written English tends to follow this same gradient. (Swartz, p. 16)

Indiana University Undergraduates

The samples written by Indiana University undergraduates were not scored.

DECISIONS: What is a Spelling Error?

What is a spelling error? On the surface the question seems simple. If the appropriate letters are not used, the word is misspelled. However, there are words that are not misspelled, but have been replaced by "correctly" spelled different words. Judging spelling is complicated by overlapping points of convention, including errors of usage, misplacement or omissions of apostrophes, and formations of plurals and abbreviations. There does not seem to be any simple principle to follow in declaring that a particular word choice is a misspelling.

Correct spelling is embedded in a larger question of writing conventions and correctness. It's not a simple task to draw a definitive line at which spelling ends and other conventions begin. For example, the many differences in dialects within the U.S. pose a challenge in considering verb forms and inflected endings. It was decided that incorrect verb forms and endings would not constitute spelling errors within this study since it would not be possible to find out whether what was written simply amounted to the writer's speech written down or a spelling error.

The complexity and multiplicity of American English required many decisions to be made about what would be marked as an error and what would not. An effort was made to preserve as much as possible our ability to look at the "interesting" features of spelling and usage as they presented themselves in the samples.

The following conventions were developed over the two years of these studies of writing vocabularies. Errors in the study included the following:

1. The misapplication of spelling rules, such as recieve for receive.
2. The addition or deletion of letters that seem to be based on mispronunciation of the word, such as chiladren for children and libary for library.
3. The substitution of an alternative letter for the correct letter (probably based on irregularity of spelling of the word or misapplication of a phoneme/grapheme relationship), such as fite for fight, fond for found, and insted for instead.
4. Reversals of letters, such as was for saw, dee for bee, and becuase for because.
5. Homonyms used incorrectly, such as deer for dear and him for hymn.
6. Inappropriate substitution of a real word for another real word, as in the for they. Such substitutions were coded as errors only when proofreaders were certain from context that the writer intended another word.
7. One word written as two words, such as alot for a lot and incharge for in charge. Also, two words written as one, as is eventhough for even though.
8. Possessives formed incorrectly, such as Marys' for Mary's and childrens' for children's. (When the writer does not attempt a possessive form where one belongs, we do not consider the error one of spelling, as in it was Mary dog.)
9. Unnecessary apostrophes in verbs, as in sit's and run's.
10. Omissions of colons in time and abbreviations which are not correctly formed, such as Miss. or Mr.S or etc are errors; other punctuation errors are not considered errors.
11. Contractions formed incorrectly, such as do'nt for don't and its for it's.
12. Plurals formed incorrectly, such as babys for babies and sheeps for sheep.
13. Invented words or spellings of superlatives as in the errors: He is the bestest player on the team. Bill is gooder at swimming than running. Other examples: uprage for uproar or outrage, splurted for splattered and blurted, expendid for expelled and suspended.
14. Non-words, such as he runned to the store or he hurt hisself.
15. A word that cannot be determined at all will be considered a misspelling and the closest approximation of the word will be considered the word attempted.

16. Misspelling of proper nouns for which there is a certain conventional spelling, such as Yankies for Yankees or Sprute for Sprite or Indeana for Indiana.

17. Misuse or omission of hyphens:

    a. Begin with the dictionaries to determine if a word is a compound or is hyphenated. Dictionaries show compound nouns and some adjectives.

    b. For the adjectives that are not listed, decide if the sentence will be ambiguous without the hyphen.

    c. With a number, the hyphen is required if the number forms a compound with another modifier like ten-foot pole.

18. Quotations and Speech written down:

    a. Decide if the writer is signalling a quotation from the context; don't depend on proper use of punctuation for quotations.

    b. When the writer is clearly trying to represent speech like Waaaaaa Ta Gooooooo!, do not mark as an error.

    c. Other words within the speech should be corrected. If the student wrote, "Whammm, wich way did it go?, correct the wich.

19. Non-word verb forms:
When the writer has used a non-word, replace it with the closest equivalent chosen on the basis of meaning rather than grapho-phonic (letters and sounds) similarity. For example, "Emily brang her favorite bat to practice." The preferred correction here would be brought (closer in meaning) rather than bring (closer in letters to brang).

The following usage errors were not counted as spelling errors in the study:

1. Verb agreements did not count as errors. For example the following underlined words were not considered errors: He run to the store. They runs across the street. However, a verb error which produces a word which is not an actual word was considered a spelling error. For example, He runned to the store.

2. Incorrect usage of comparative and superlative adjectives were not considered errors. For example in the following sentences, the underlined words were not considered errors: That book is the best of the two I have read. He is the better student in the whole class. However, the formation of non-words were considered errors. The following underlined words would have been considered

spelling errors: He is the bestest player on the team. Bill is gooder at swimming than running.

3. Incorrect pronoun usage was not considered to be a spelling error. For example, the following underlined words were not considered spelling errors: He went with **who.** Her is a good swimmer. However, the formation of non-words were considered spelling errors. For example, He hurt hisself when he fell.

4. Proper nouns for which there is uncertainty about variant spellings, as in personal names, were not considered errors.

As the study proceeded and as the proofreaders were informed by the first rounds of reading and marking many essays, issues emerged that needed to be resolved. The spelling of proper nouns posed certain difficulties. Readers were asked to consider all the proper nouns in terms of the reader's degree of certainty that the writer intended a word which has a definite, conventional spelling. Therefore, in the case of the spelling of someone's name, the degree of certainty is very low because the reader cannot be aware of possible variations of the spelling of a personal name. In the case of a well-known place name, the reader can be quite confident.

The same system seemed to apply well to product names. Product or trade names seemed less ambiguous than proper names, but questionable names could also stem from the writer's experience with products with which the proofreaders are not familiar and which were deliberately named to be similar to a more famous product. Proper nouns were coded as errors when the readers were sure of the correct spelling. If the reader was only somewhat sure, i.e. 50%, the coding reflected that doubt, and the words were not included in the vocabulary lists.

Differences in opinions represented in the various dictionaries contributed another source of ambiguity. This lack of agreement has been well documented

(Emery, 1973). In the National Assessment of Educational Progress, words which were spelled in different ways in different dictionaries were not marked as errors. In this study, the proofreaders attempted to find a *consensus* for the spelling convention for a particular word. Resolutions to these questions were listed and noted in memos to the entire staff. The following are examples of words with multiple "conventional" representations:

Considered Correct	Considered Incorrect
okay, OK, O.K.	okey
all right, alright	allright

The dictionaries consulted in this study included but were not limited to: The American Heritage Dictionary, (Morris, 1985); Webster's New World Dictionary of the American Language, (Guralnik, 1972); Webster's New Twentieth Century Dictionary of the English Language, (McKechnie, 1979); 12,000 Words: A Supplement to Webster's Third New International Dictionary, (1986); Webster's Third New International Dictionary, (Grove, 1986); Webster's New International Dictionary, (Neilson, 1957).

Other questions straddled the boundaries between usage and spelling. The appropriate use of hyphens involves both spelling and word use. John Benbow in the Oxford University stylebook offers the following caution: "If you take hyphens seriously, you will surely go mad" (Copperud, p. 187). This certainly expresses the difficulties that proofreaders found as they tried to make decisions about the appropriate use of hyphens. For instance, time-out, time out, and timeout were all listed as correct in the various dictionaries. These three versions of the words illustrate the dynamic nature of language. At the time of publication of the dictionaries, and from the sources available to its editors, each of these was correct.

The use of hyphens to split words at the ends of lines was almost totally excluded from the study because the issue is one of syllabification and not of spelling per se. Many of the writers, particularly those in the earlier grades, demonstrated that they had not yet mastered that convention. One sub-category, hyphenation of compound words at the ends of lines, was retained, but only if that compound word was not written as one word elsewhere in the sample. This allowed a count of all the difficulties with compound words without penalizing a writer who knew the word was compound but didn't know to include the hyphen at the end of the line.

Decisions about the use of real words for other real words posed a particular challenge to the proofreaders. The proofreaders were competent users of standard academic English. They wanted to "fix" the instances which didn't "sound right" to their ears. For example, if the writer had set in a context for sit, it was to be left unmarked. Since the writer could not be asked for confirmation, it was assumed that she/he might have meant set; thus, it might not be a spelling error. The same applies to the use of lay and lie, which remained unmarked as errors for this study. In another real-word-to-real-word substitution, it was found that writers often left off what seemed to be letters required for the context. A writer would often start a sentence with the in a context that clearly required they. Another area of difficulty was a/an in a context that implied and. These were marked as errors if the proofreaders were sure from the context what the writer intended.

Verb forms provided many questions during the proofreading. As in the case of words like lay and lie, the proofreaders were tempted to mark such words as: would have, would of, should have, should of, supposed to, suppose to. Following the earlier decisions, and not being able to check the intention of the writers, these words were not marked as errors. With non-word verb forms, the decision was made to correct to the word with the closest real word for that meaning.

In general, it was decided to mark words so they could be studied as part of the analysis rather than leave them unmarked. Readers had to overcome a feeling that they were penalizing the writers by marking interesting but possibly unconventional words. Once the samples are transformed into vocabulary lists, the context of a particular word is not readily available. By marking such words as "errors," we retain the opportunity to examine unusual expressions, spellings, and word choices. We also link words that belong together to understand their use. Examples of these include the commonly misused a lot and names of places such as San Francisco. This was useful as well for the names of television shows (Sesame Street, Thirty Something) which are more interesting as units rather than divided into single words.

All the data remains in the data base, and it could be analyzed using different criteria or selection procedures. For example, the Oxford Concordance Program, the computer analysis program used for this study, allows the display of the context both preceding and following a specified word. The vocabulary lists for particular prompts could be selected and compared by the grade levels of the writers. Entire samples could be examined for different patterns of spelling correctness and errors since some writers seemed to spell words quite consistently and others seemed to meet words for the "first" time each time they wrote them.

PROCEDURES

The procedures of a study create the data and either enable or constrain the analyses and conclusions that can be drawn on the basis of the work. The research team endeavored to design and maintain highly reliable procedures to provide a reliable and useful database.

The research team employed a consistent procedure with all of the writing samples, regardless of their source or the time that they were received, with the exception of the NAEP data (which will be discussed below). Once the writing samples arrived at the Center for Reading and Language Study at Indiana University, the samples were assigned code numbers representing the origin of the samples and a unique essay identification number. When more writing samples were received from a particular source at particular grade levels than were required for the study, samples were selected randomly within the sample set for inclusion in the study.

All essays were read and coded for misspellings by three different readers, and one in every ten was read a fourth time to ensure reliability. The first reader circled as many misspellings as he or she could find and wrote the conventional spelling near each circled misspelling. The second reader then reread the essays, marked any misspellings that the first reader might have missed, and checked to make sure the second reader concurred with the first reader's marking.

After first and second readings were completed, the essays were given to typists who also had been trained in proofreading for misspellings according to the conventions of this study. The typists entered the complete essays with misspellings and their corrected versions (for example, their=ther) into a computer program written for this study. Typists proofread the essays as they typed, providing a third reading that focused on letter-by-letter reconstruction, rather than the meaning-focused work of the first and second proofreaders. Readers used colored pens and initialled essays they read, leaving a paper trail of the decisions made by the coders. Most samples were read from the original essays giving the readers the best possible chance of deciphering the subtleties of the students' handwriting. However, in some instances, photocopied samples were used.

The only samples removed from the study were those written completely in Spanish (only 9 out of the 6086 samples). No other languages were used in the samples. Only a few words were indecipherable; the unreadable words were specially coded and the essays were retained in the study.

After each packet of writing samples had been read three times and typed, researchers reviewed the work to ensure a greater degree of accuracy. During this review, every change made by a third reader/typist was reviewed for accuracy and at least one in every ten essays was proofread for accuracy in typing as well as for coding of misspellings. The writing samples were then combined from diskettes into larger data files, transformed into a suitable format for entry into the main-frame computer data base and entered into files on the main-frame for analysis.

The vocabulary lists were produced by a combination of programs, including the Oxford Concordance Program (Oxford University Computing Service, Versions 1.0 and 2.0) and programs written specifically for this study. These lists were then proofread by two readers to remove remaining typographical and coding errors and to mark two additional categories of words. The two additional categories were proper nouns: Personal names were not corrected for spelling because names are idiosyncratic, and it is almost impossible to determine correct spellings. Also, oral utterances which did not have conventional spellings (for example, "ahhhhhhhhh") were not coded as errors. Finally, these "cleaned" lists were run through the final programs to produce the statistics and vocabulary lists in final form for publication.

The NAEP data required somewhat different procedures as the data was submitted on tape rather than by individual writing samples. This eliminated handwriting as a variable and introduced typing ambiguities as a point of uncertainty. The NAEP procedures for identifying and coding errors were different from those used in this study since the NAEP analysis counts errors in a large number of categories (such as pronoun reference, verb tense) without looking at individual words. In order to produce word lists using the Oxford Concordance Program, the readers read printouts of the NAEP data samples. We inserted the correct (or target) words for words which were coded by NAEP as errors and simply corrected unmarked spelling errors which we assumed to be typos. These samples were read twice and checked for reliability before the changes were made on disk by the typists, who were also alerted to watch for idiosyncracies.

A second procedure was required by the use of the NAEP data. The original NAEP samples were weighted to represent the eleventh grade population in 1984 when the NAEP essays were administered. In order to have sufficient samples to compare the performance of black and white students, the NAEP data contains approximately equal numbers of essays written by black and white students. However, that distribution does not mirror the proportions of blacks and whites in the U.S., so each sample is assigned a weighting based on such factors as the writer's race and living situation (rural, suburban, urban).

Fractional weights do not cause difficulties if the method of analysis is simply counting the presence or absence of particular variables (number of words written correctly, number of complete sentences, etc.). However, in this study we were interested in the specific vocabulary of students and frequency of particular patterns of spelling variations. Since we could not use fractions of words, we reweighted the samples to the original 461 samples, cloned the samples by their weighting factors, and rounded to whole numbers. The samples were then run through the Oxford Concordance Program and the special list-generating programs.

Personnel

The director of this phase of the overall writing/spelling vocabulary study was a doctoral student in Language Education at Indiana University. She was co-director of the first year of the study which analyzed elementary writing samples. In the first year the co-directors designed the study procedures, trained personnel, closely supervised the work, and managed the data transformations and transfers. These techniques were then used in the second year of the study. Personnel in the second year totaled 16 proofreaders and typists, seven of whom were veterans of the first year of the study; all 16 were carefully trained to achieve a high degree of consistency in marking. Employment of proofreaders and typists was based on interviews, a proofreading test, and typing tests. During initial training, each proofreader and typist practiced proofreading on training samples aimed at clarifying the study's decisions about handwriting, usage, and misspellings. After training, each proofreader's work was closely monitored. Proofreaders were expected to make no more than five marking errors in every 20 essays.

Resources used by the proofreaders and typists included a shelf of dictionaries, a scorer's manual contained a list of words the proofreaders frequently needed to look up and clarifications on marking, periodic memos from the director, and collaborative consultation with the director and with other readers and typists. There was very little turnover of staff after the initial training period. Extensive effort was made to employ especially well-qualified and highly motivated readers and typists, since the quality of the data base and thus the entire study was dependent on the work accomplished by this staff. The careful screening and training efforts resulted in a quality group of workers, who not only marked or typed the writing samples with special care, but also made suggestions for analysis from their observations of the features of the student writing samples.

RESULTS

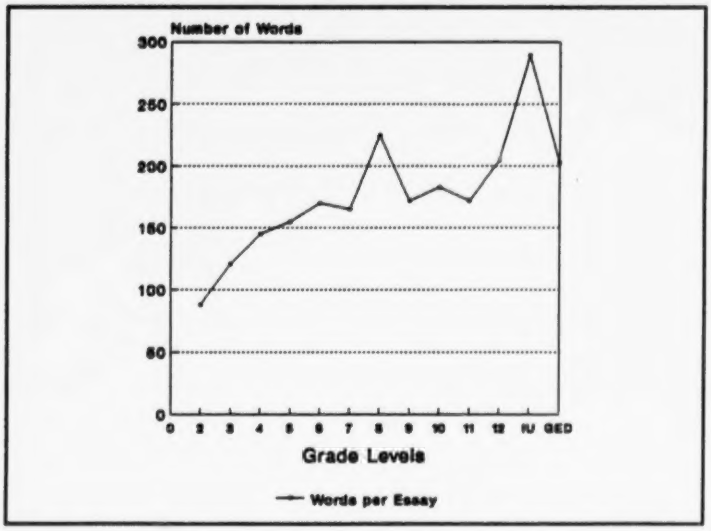
The following descriptive statistics help to put the writing vocabulary lists into perspective. These descriptions fall into two major categories. The first category reports on the **words written**, including the number of words per sample, the relationship of words written to the number of samples and of prompts, the most frequent words, and a sample of words which have either entered or left common usage since the Horn (1926) and Rinsland (1945) studies. The second category contains data on the **correctness of spelling** in the samples including the overall percentage of correctness, the most frequently misspelled words, and the numbers of variations of spelling.

Words Written

Number of Words per Sample

Figure 1 contains the mean number of words per essay at each grade level from 2 to 12, Indiana University, and GED. These data must be interpreted carefully keeping in mind that the amount of time that students were given to write varied in the elementary grades from a low of 20 minutes to as much as two one-hour writing sessions. Nonetheless, it seems clear from these writing samples that students write more as they get older. As might be expected, the college students wrote the most. The GED and grade 12 students averaged similar numbers of words, which is not surprising, since the purpose of the GED exam is to provide evidence of high school equivalency. Longer writing times at grade eight (as much as 2 hours in the Georgia assessment--47 percent of the samples) may explain the deviation from the general trend of greater mean words as students move through the grades.

Figure 1
Mean Number of Words at Each Grade Level



As was the case in the samples from grades 2 though 8, the high school, GED, and Indiana University samples were for the most part first draft writing; the writers had from 16 to 45 minutes to complete their writing. In some cases, students used part of that time to plan, outline, or even write a first draft. Evidence of this planning, such as writing outlines on the margins or cover sheets, was most frequent for the GED and Indiana University samples.

Table 6 provides the average number of words per sample. The average at each grade level was fairly close across the grades with the exception of the responses to the NAEP prompt. The NAEP is the only assessment included here which utilized only one prompt with all the students tested, and this particular prompt may have elicited, on average, shorter responses. The NAEP writers, despite the lower mean, also had the widest range of numbers of words written (from a low of two words to a high of 668) and also the longest single sample for any of the assessments. Also, NAEP students had a slightly shorter amount of writing time than the other assessments in the study. However, the amount of time does not fully explain the differences because the MAT writers had only four more minutes to write and yet, on average, wrote nearly twice as many words.

Table 6
Number of Words by Grade Level

Grade	*Mean*	*S.D.*	*Range*
Nine	172.5	70.25	10-444
Ten	183.1	79.52	24-431
Eleven[1]			
NAEP	93.3	91.30	2-668
MAT	171.9	81.33	9-448
Twelve	205.1	68.85	0-469
GED	203.1	58.71	0-470
IU	289.7	76.81	134-561

[1] Sources reported differently due to differences in the writing time.

While the mean number of words written is similar in grades 9, 10, and 11, there is an increase (about 25 words) for the grade 12 and GED essays. The Indiana University student essays were substantially longer. Amount of writing time does not explain the difference because GED, IU and 64 percent of the grade 12 writers (those writing to the GED prompt) all had similar or identical writing protocols. In grades 9 through 12 and the GED, the longest samples contained 400 plus words (with the exception of the NAEP discussed above), but the longest samples from the IU writers were about 100 words longer than the average high school essay. The shortest IU sample, for example, was nearly as long as the average number of words for the grade 9 essays. It should be pointed out that a cross-section of Indiana University students (or U.S. college students) represent only the top 50% of the cross-section represented by high school scores, since only around 50% of the high school students attend college.

When the mean number of words are categorized by proficiency levels based on the writing scores on the samples (see Table 7), very consistent numbers of words written appear. That is, the average number of words for each writing level group were fairly similar across grade levels.

Table 7
Mean Number of Words by Proficiency, Grade and Source and the Ranges Low to High

Grade	*High*	*High/Mid*	*Low/Mid*	*Low*
Nine (Texas)	272.22 184-444	204.51 111-320	142.01 59-303	98.5 32-265
Nine (MAT)	266.12 181-440	199.14 100-431	128.30 34-277	59.53 20-147
Ten (MAT)	296.65 179.431	207.20 101-381	126.79 47-126	51.5 24-115
Eleven (MAT)	294.22 207-448	199.00 84-426	120.96 44-414	53.35 9-113
Twelve (MAT)	282.40 201-469	210.67 na-408	120.37 41-343	61.5 52-77
GED	230.52 113-470			192.40 0-445
IU[1]				

[1] No scores available for IU sample.

Clearly, the "low" writers wrote much less than the writers whose samples scored higher. The "low" samples averaged only a fourth the length of the samples with the highest scores, and were even half the length of samples in the "low-mid" ranking just above them. These low writers were actually below the mean number of words written by grade two students (mean = 88) as reported for the elementary grades (Farr, Beverstock & Robbins, 1988). This was in sharp contrast to the most proficient writers whose mean essay lengths match the mean words per sample of the IU undergraduates. While length of writing sample was not a criterion for assigning scores, data analyzed for grades 2 to 8 suggests that the number of words written does correlate with the overall rating of the essays. For example, the correlations of word length with essay scores for grades 2 to 8 ranges from a low of .35 at grade 3 to a high of .84 at grade 8. Generally, the correlations are stronger at the higher grades than at the lower grades. Correlations for grades 2 to 8 were determined as part of a writing conventions study of a sample of essays at those grade levels. The grade 2 to 8 results provide a reasonable basis to conjecture that the grades 9 to 12 correlations would be significant.

Influence of Numbers of Samples and Prompts

Writing prompts create a writing universe, making a particular vocabulary likely and other words much less likely. The numbers of different words written in any set of writing samples will be influenced by several factors: the number of different prompts, the character of the prompts, and the number of writing samples included. It would be useful for researchers to know the minimum number of samples that need be examined to comprehensively describe the writing vocabulary of students at a particular grade level without wasting research time and resources on excess or unnecessary samples.

In this discussion, the count of **unique words** means the number of **different** words attempted by the writers, regardless of the correctness of spelling. We attempted to determine how many samples would be required to arrive at **redundancy**, that is, the number of writing samples at which the addition of more samples would not appreciably raise the number of unique words. Using the grade 3 data (a total of 7637 essays), three samples of 500, 1,000, and 3,000 essays were drawn. Across the three sets of essays the percent of words spelled correctly was very stable (500 [91.1%]; 1,000 [91.1%]; 3,000 [91.2%]). This finding demonstrates a consistency from sample to sample that suggests that the sample of 500 is a sufficient number for documenting the degree of spelling correctness at a grade level.

In sharp contrast, however, the number of unique words was not stable for these three samples (500 [3,637 unique words]; 1,000 [5,356 unique words]; 3,000 [9,052 unique words]), as shown in Figure 2. There was a 32 percent increase in total unique words from the sample of 500 essays to the sample of 1,000 essays. There was a 69 percent increase comparing the sample of 1,000 to the sample of 3,000. And from the sample of 500 to the sample of 3,000 there was a 149 percent increase. These results are provided in Table 8 and indicate that the number of unique words did not stabilize across the samples and more samples at closer intervals would be required to discover at what sample size redundancy might occur. These results would not support any prediction of a ceiling in terms of the total unique words if more prompts were added to the data base.

Figure 2
Numbers of Unique Words in Samples of Varying Sizes

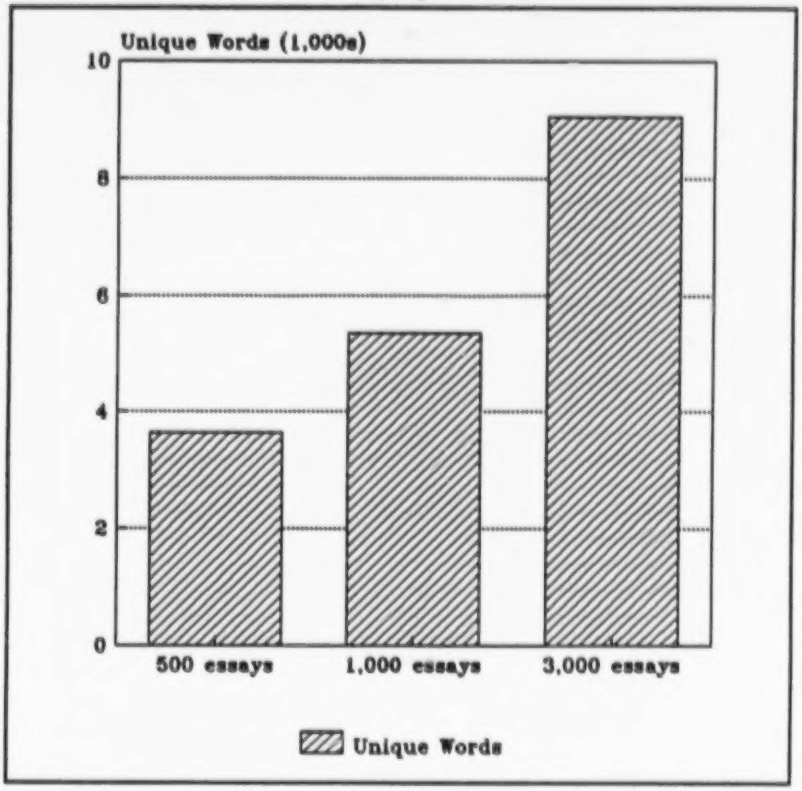


Table 8
Sample Size Increased and Resulting Number of Unique Words Increased

Number of Essays	*Sample Size Increase*	*Percent of Sample Size Increased*	*Number of Words Increase*	*Percent of Words Increased*
500			3,637	
1,000	500	100%	1,719	47%
3,000	2,500	600%	5,415	149%

Table 9 contains the number of prompts, samples and unique words at each of the grade levels in the study. A consistent pattern does not emerge from these figures, suggesting that further research is needed to ferret out the relationship between numbers of prompts and the resulting numbers of unique words.

Table 9
Number of Prompts by Grade Level and Unique Words

Grade	*Number of Prompts*	*Number of Samples*	*Number of Unique Words*
Nine	4	1,078	6,029
Ten	8	675	5,310
Eleven	3	954	6,017
Twelve	15	881	7,947
GED	8	2,120	9,676
IU	5	369	6,749

The Most Frequently Written Words

The lists of the most frequently written words for each grade level from 9-12, GED and Indiana University students are included in Appendix A. The lists include the word, the number of times it was attempted (whether it was written correctly or not), the number of attempts as a percentage of all the words written at that level, the percent of time it was spelled correctly, and the number of spelling variants.

Many word list studies have identified the words that make up a large percentage of the running words in the texts composing the study. For this analysis, the lists of most frequent words were assembled by taking the most frequent words from each grade or group, and putting them in order according to their overall average percentage of the total words on the list. Each word occurs among the top

60 words in percent of usage for at least one of the groups (most, of course, rank that highly in more than one group). The words television and job, occurred in the top 20 words in one or more groups, but ranked so much lower in the other groups that their overall averages did not warrant being included in these lists. Both of these words were elicited by specific prompts used in the assessment. An effort was made to keep the averages among the groupings as close to the target amounts as possible (20%, 20%, 10%). Table 10 displays the first 20 percent of words written. Table 11 contains the next 20 percent of words written, and Table 12 displays the next 10 percent of the most frequently written words. Together these 66 words comprise half of the words written. In contrast, the elementary writers' most frequent half of words was made up of 16 fewer words than the high school writers' list; 50 words account for half of the running words in grades 2 though 8 (Farr, Kelleher, Lee, Beverstock, and Robbins, 1989).

In grades 2 through 8, the most frequent six words (the, and, to, a, was, I) account for 20 percent of all the words written (Farr, Kelleher, Lee, Beverstock, and Robbins, 1989). The most frequent 20 percent at the high school level are shown in Table 10. In grades 9 through 12, GED, and IU, the most frequent 20 percent of words written was made up of eight words (the, to, and, a, of, in, is, I). Opposite each of the eight words is its percentage of the total words written for each of the grade levels. The **Total Line** indicates the total of the percentages of use of these words at each grade level; while close to 20 percent, the actual percentage of words written varies from 20 to 22 percent. The **Average Column** indicates the mean percentage of all the words written across each of the grade levels. Within the list of eight words, the constitutes about 25 percent, to is about 16 percent, and and a are about 13 percent, of is 10 percent, and the remaining three, in, is, and I, are each about 8 percent.

One difference between the elementary level list of the most frequent 20 percent of words and the high school list is that the word was was not written as frequently by the older writers; in fact, it is close to the bottom of the second 20 percent of their most frequently written words. At the high school level, more words, eight as opposed to six, are required to make up the most frequent 20 percent; three "new" words appeared, of, in, and is. Table 10 shows that the first 20% of words were basically the same at each of the high school, GED, and IU levels.

Table 10
Most Frequent Words Used First 20% of all Words Used

	9th	*10th*	*11th*	*12th*	*GED*	*IU*	Average
the	5.300	5.985	5.590	5.120	4.446	4.916	5.241
to	3.707	3.382	3.178	3.430	3.385	3.452	3.433
and	2.489	2.797	2.821	2.662	3.053	2.641	2.744
a	2.788	3.002	3.045	2.551	2.101	2.710	2.700
of	1.759	1.781	1.915	2.016	2.205	2.676	2.059
in	1.249	1.499	1.886	1.767	1.895	1.987	1.714
is	1.291	1.516	1.619	1.825	1.931	1.994	1.696
I	1.629	0.788	2.424	1.537	1.711	1.585	1.612
Total	20.21	20.75	22.48	20.91	20.73	21.96	21.20

The Dolch list is one of the most often used lists of common words, so it provides a point of reference for the results of this study. Each of these most frequent eight words are included in the Dolch list of words; **was** is on that list as well.

Table 11 displays the 28 words which make up the second 20 percent of words written. All of these words, with the exception of one word, people, also appear on the Dolch list. The older writers use of words is more distributed than in the elementary grades. While the younger writers had a total of 22 words in their second 20 percent, the older writers had 28 words in the second 20 percent of the words written. While these 28 words are quite close to 20 percent of the words written at most of the high school grade levels, the IU percentage is two to three percentage points lower. The university writers use a somewhat more diverse set of words, so each word contributes a somewhat lower percentage of all the words written than each word does with the high school and GED writers. Among the notable words in this group: they was used more than twice as often in 9th grade as in the IU sample; he was used frequently in high school grades, especially 10th, but drops dramatically in the IU and GED samples; can was used less frequently in grades 9 through 12, and rises sharply in the GED sample.

Table 11
Most Frequent Words Used Second 20% of all Words Used

	9th	*10th*	*11th*	*12th*	*GED*	*IU*	*Average*
for	1.426	1.522	1.312	1.167	1.208	0.997	1.272
that	1.235	1.169	1.019	1.294	1.332	1.474	1.254
are	1.026	1.362	1.168	1.324	1.209	1.119	1.201
they	1.330	1.649	1.237	1.325	0.885	0.638	1.177
it	1.010	0.790	0.939	1.053	1.272	1.020	1.014
be	1.118	0.767	0.887	1.033	0.885	1.092	0.963
people	0.857	1.109	0.922	1.146	0.883	0.806	0.954
you	1.148	0.836	0.688	0.885	1.542	0.570	0.945
have	1.064	0.736	0.580	0.800	0.944	0.721	0.808
he	0.856	1.662	1.114	0.659	0.115	0.171	0.763
on	0.574	0.732	0.681	0.715	0.957	0.655	0.711
there	0.535	0.731	0.747	0.616	0.682	0.529	0.640
this	0.718	0.609	0.716	0.584	0.381	0.737	0.624
or	0.513	0.501	0.523	0.657	0.769	0.753	0.619
not	0.638	0.457	0.445	0.630	0.569	0.819	0.593
would	1.060	0.342	0.500	0.458	0.547	0.646	0.592
with	0.548	0.561	0.571	0.584	0.532	0.538	0.556
at	0.604	0.746	0.703	0.524	0.349	0.353	0.547
will	0.739	0.687	0.678	0.505	0.315	0.339	0.544
as	0.428	0.456	0.467	0.501	0.608	0.738	0.533
one	0.421	0.555	0.547	0.533	0.354	0.626	0.506
if	0.631	0.405	0.471	0.543	0.504	0.414	0.495
get	0.581	0.692	0.608	0.417	0.324	0.203	0.471
all	0.429	0.433	0.430	0.467	0.527	0.438	0.454
but	0.395	0.443	0.551	0.471	0.394	0.463	0.453
was	0.500	0.779	0.644	0.382	0.152	0.255	0.452
like	0.457	0.462	0.568	0.430	0.500	0.237	0.442
can	0.232	0.256	0.366	0.436	0.806	0.472	0.428
Total	21.073	21.449	20.082	20.149	19.545	17.823	20.011

The 10 percent of words which completes a full 50 percent of words written is made up of an additional 30 words. Table 12 makes clear the decrease in the frequency of use of each of these words because the previous 20 percent of words totaled 28 words. The words continue to be heavily represented on the Dolch list: only four of these 30 words were not included (time, more, man, and should). Among the notable words in this group: good was used less frequently in grades 9 through 12, but its frequency rises sharply for the GED writers; his was used in grades 9 through 12, but almost drops out in the GED and IU samples; me was little used at all levels except 11th grade, where its frequency is more than twice that of next highest level; man was used in grades 9 through 12, almost drops out of the GED sample, and falls completely out of the IU sample data; should was used consistently in 9th, 12th, the GED and IU samples, and almost drops out of 10th and 11th grades; and had, him, and were used consistently in grades 9 through 12, but almost disappears in the GED and IU samples. The relative frequency of these words probably has most to do with the specific writing elicited by the prompt. For example, should is an important word in argumentative or persuasive writing (certainly a feature of the GED prompts), so it is not surprising that the students responding to those prompts used should frequently. The choice of words, and the relative frequency of words, remains one of the interesting questions that could be investigated further with this database.

Table 12
Most Frequent Words Used 40% - 50% of All Words Used

	9th	*10th*	*11th*	*12th*	*GED*	*IU*	*Average*
their	0.377	0.445	0.355	0.491	0.394	0.486	0.425
what	0.433	0.484	0.390	0.374	0.517	0.297	0.416
about	0.420	0.440	0.354	0.379	0.595	0.276	0.411
some	0.441	0.480	0.412	0.387	0.449	0.268	0.406
good	0.244	0.223	0.165	0.367	0.996	0.390	0.398
out	0.361	0.444	0.780	0.306	0.255	0.209	0.393
my	0.340	0.190	0.500	0.479	0.396	0.396	0.384
because	0.440	0.342	0.344	0.434	0.403	0.259	0.370
do	0.407	0.256	0.252	0.416	0.418	0.467	0.369
so	0.420	0.443	0.386	0.324	0.384	0.238	0.366
them	0.410	0.418	0.383	0.357	0.334	0.208	0.352
we	0.585	0.197	0.136	0.304	0.505	0.292	0.337
time	0.499	0.364	0.294	0.265	0.231	0.236	0.315
his	0.301	0.674	0.432	0.275	0.060	0.079	0.304
many	0.242	0.210	0.170	0.362	0.384	0.455	0.304
up	0.318	0.387	0.335	0.295	0.227	0.195	0.293
me	0.154	0.184	0.656	0.249	0.210	0.281	0.289
just	0.288	0.308	0.329	0.292	0.258	0.199	0.279
when	0.269	0.252	0.262	0.329	0.283	0.263	0.276
more	0.308	0.158	0.152	0.274	0.353	0.366	0.269
go	0.336	0.325	0.283	0.264	0.218	0.147	0.262
man	0.323	0.529	0.405	0.229	0.025	0.000	0.252
should	0.257	0.073	0.072	0.331	0.365	0.348	0.241
has	0.215	0.332	0.265	0.282	0.318	0.336	0.235
think	0.335	0.115	0.144	0.231	0.352	0.173	0.225
had	0.289	0.365	0.279	0.207	0.073	0.096	0.218
your	0.222	0.107	0.107	0.195	0.432	0.179	0.207
him	0.212	0.404	0.315	0.174	0.035	0.032	0.195
then	0.240	0.275	0.214	0.178	0.117	0.127	0.192
were	0.243	0.301	0.269	0.167	0.078	0.090	0.191
Total	9.929	9.725	9.440	9.217	9.666	7.388	9.174

Table 13
Tables 10, 11, and 12 Totals

	9th	*10th*	*11th*	*12th*	*GED*	*I.U.*	*Average*
Table 10	20.212	20.750	22.478	20.998	20.727	21.961	21.199
Table 11	21.073	21.449	20.082	20.139	19.545	17.823	20.011
Table 12	9.929	9.725	9.440	9.217	9.666	7.388	9.174
Overall Total	51.214	51.924	52.000	50.354	49.938	47.172	50.384

Overall, the frequency of the words making up 50 percent of the words written remains fairly consistent until 12th grade; at which point their frequency drops and continues to drop for GED and IU samples. These words, for the most part, are not words which could be considered specifically elicited by the prompts. Instead, these words serve as the major structural components in these samples.

Changes in the Common Use of Words

One potential function of the Indiana Vocabulary Lists is to provide evidence of changes in language use over time. The words listed in Table 14 were collected from earlier word lists (Horn, 1926; Rinsland, 1945) and are no longer in common usage.

Table 14
Previously Frequent Words Not Appearing in Present Lists

beau	corset	jobber
bloomers	davenport	mumble-the-peg
breeches	festoon	nigh
bungalow	flapper	primer
camphor	flatiron	shan't
chattel	forenoon	'twas
cookstove	fret	utterance
coolies	grippe	victrola

These two lists were read looking for words which seemed likely to not appear in the present lists. Candidate words were then checked against the lists. Those words for which no match was formed are included in Table 14. This was not a definitive checking of the older lists against the IU list. Rather, it is just a sampling of words which were included on former writing lists and which now seem to be seldom used.

Although they are less frequently used, they have not left the language. Certain words, such as bloomers, can still be considered a common word if used in certain contexts (in regard to flowers, or to people, referred to as "late bloomers"), but were once more common in other contexts. Other words, such as braces, are still in common usage, but certain meanings have fallen out of use. (Braces was once a common term for suspenders, and still is used in that context in Britain.) Utterance is a favorite in the speech and linguistics fields but may not be as commonly used as in the early part of the century.

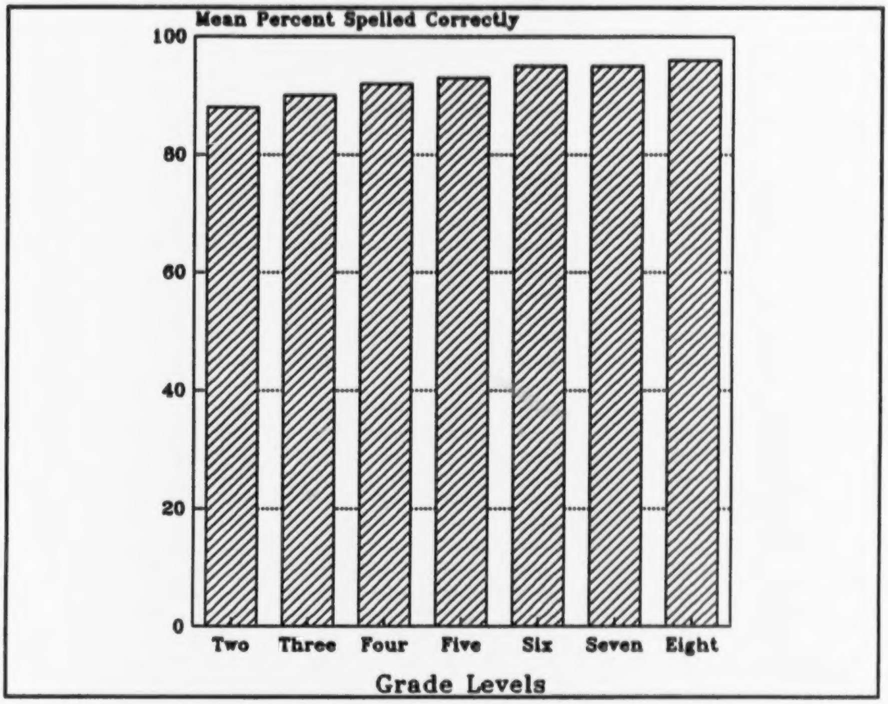
Likewise, there are many new words that either were not around or not in common usage in the past. Words such as computer, electronic, radar, stereo, and television are everyday words related to developments in technology. A word such as racquetball is new because the sport did not exist until fairly recently. Medical and psychological terms such as antisocial and antibiotics were not found in the old word lists either, but are now part of the common vernacular. Also, new words have come into common usage, such as cookout, that were not used before.

Spelling Correctness

Percentage of Words Spelled Correctly--Grades 9 and Above

In the first year of this study, it became clear that despite the widespread public belief that students in the United States are poor spellers, the percentage of words misspelled consistently decreases as writers enter higher grades (Farr, Beverstock & Robbins, 1988). These data, as shown in Figure 3, illustrate the continued pattern of increased proficiency observed in the data collected in the grades two through eight portion of this study. From a low of 84 percent correct at grade two, the percent correct climbs steadily to about 96 percent at the eighth grade. Table 14 contains the percent of words spelled correctly at each grade level in high school. The high school students continue the progression toward greater correctness with a mean percent correct of 97 percent in grades 9 through 12. The trend of growing correctness can be discussed numerically, but the numbers cannot determine what amount is sufficient correctness--that judgement is a social judgment.

Figure 3
Mean Correctness of Spelling
in Grades 2 through 8



We can examine this progression with two sets of figures. The first set of figures in Table 15 reveals the percentage of words spelled correctly for all of the writing samples at each grade level. Table 15 also lists the percent correct for the most frequent 500 words written at each level. [Note: Grade level, GED and IU lists of the 500 most frequently written words at each level can be found in Appendix A.] The mean percent correct for the 500 most frequent words remains remarkably consistent though slightly lower than the means for the entire lists. Only the GED writers fall below the average of 97 to 98 percent correct. Their mean of 94 to 95 percent correct more closely matches the grades seven and eight writers in the earlier study.

Table 15
Percent of Words Spelled Correctly by Grade Level for all Writing Samples and for the Most Frequently Written 500 Words

% Correct for all Words			**% Correct for the 500 Most Frequent Words**
Grade	*Mean*	*S.D.*	*Mean Correct*
Nine	96.87	3.26	95.60
Ten	97.12	2.90	96.32
Eleven			96.61
MAT	97.15	3.22	
NAEP	97.41		
Twelve	97.20	4.35	97.28
GED	94.81	4.59	93.25
IU	98.38	1.57	98.56

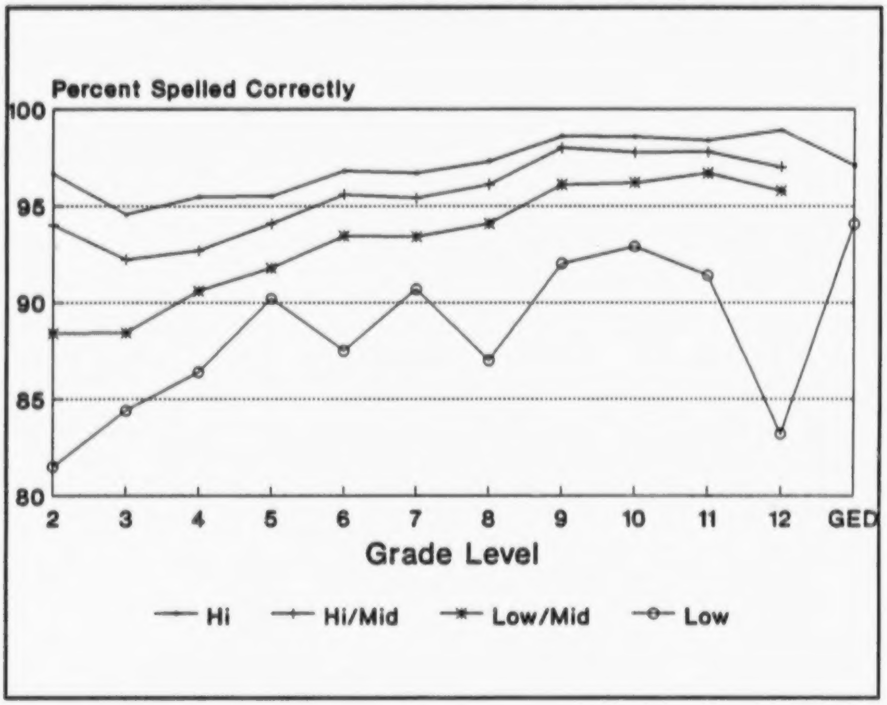
These results raise the implicit question of spelling avoidance. Are we simply seeing that students learn to avoid writing the words that they are likely to misspell? Or is this a combination of both growing spelling skills as well as a sense of when to write correctly?

In Table 16, the mean percent correct by proficiency, grade level, and source is displayed. There is a greater difference in mean correctness between samples judged high and low in the holistic scoring than differences among the samples at all grades in the same proficiency range. The within-grade-level differences range from a low of three percentage points to a high of 15. No trend among these differences was found. Mean correctness within the samples designated "high," "high-middle," and "low middle" samples is consistent across grade levels. There is much less consistency in mean correctness among the samples in the "low" group. Among the "low" samples at each of the grade levels, there is a range of 12 percentage points from a mean high of 95 percent correct down to 83 percent correct. Figure 4 demonstrates that among the groups and across all the grade levels, the mean percentage spelled correctly at each grade level remains in similar relationship. The "high" papers were always spelled most correctly and the "low" papers were always spelled least correctly.

Table 16
Percent Correct by Proficiency/Grade/Source

Grade	*High*	*High/Mid*	*Low/Mid*	*Low*
Nine (Texas)	98.01	97.55	96.27	95.01
Nine (MAT)	98.88	98.08	95.52	91.06
Ten (MAT)	98.58	97.75	96.19	92.91
Eleven (MAT)	98.41	97.79	96.69	91.42
Twelve (MAT)	98.90	97.00	95.78	83.20
GED	97.11			94.13

Figure 4
Percent of Words Spelled Correctly From Grades
2 through GED at Various Writing Proficiency Levels



Sometimes a mean can hide many scores which vary substantially from the mean. That is not true in this data. In this case (as summarized in Table 17), very few writers fell below 90 percent correct. In fact, writers with less than 90 percent correct range downwards from just 4 percent of all the high school writers. This contrasts sharply with the development of correctness in the elementary grades. In second grade about half of the samples were below 90 percent correct, and 90 percent was the mean correctness of writers at grade three found in the first year of the study (Farr, Beverstock, Robbins, 1988). In the elementary grades, the percentage of writers who spelled fewer than 90 percent of their words correctly declines rapidly, reaching just 6.9 percent in the eighth grade. The GED writers (with nearly 10 percent of the writers below 90 percent correct) more closely matched the seventh grade performance on this measure. This is further evidence that in terms of percent of words written correctly, only a few of the high school writers are producing writing which has more than 10 percent of the words misspelled. They are clearly joined in this by the Indiana University writers; less than one percent of that sample had more than 10 percent of the words misspelled.

Table 17
Percent of Samples Below 90% Correct

Grade	*% Below 90%*	*Number*
Nine	4.36	47
Ten	3.85	26
Eleven NAEP[1] MAT	2.43	12
Twelve	3.63	33
GED	9.53	41
IU	0.27	1

[1] Not available for the NAEP

The pattern of increasing correctness is further bolstered by the percentages of samples which were written with 100 percent correct spelling (see Table 18 below). This does not imply an expectation that writers will never misspell any words. Rather it is confirmation that writers in United States high schools can, in a writing assessment of first draft writing, spell correctly much of what they write.

Table 18
Percent of Sample in which 100% of the Words were Spelled Correctly

Grade	*100%*	*Number*
Nine	12.51	135
Ten	13.61	92
Eleven		
NAEP[1]		
MAT	14.60	72
Twelve	15.21	134
GED	4.10	87
IU	24.32	90

[1] Not available for NAEP

The samples which contained no errors vary from 13 to 15 percent at the high school level, decline to 4 percent with the GED writers, and comprise nearly 25 percent of the IU samples. In grades two through seven, about 3.5 percent of the samples were 100 percent correct and in grade eight there is a sudden leap that nearly doubled the perfect samples to 6.5 percent. In terms of completely correct samples, the GED writers more closely match the results in grades two through seven than in the higher grades.

Most Frequently Misspelled Words

Appendix B contains the lists of the most frequently misspelled words at each of the six grade levels (9, 10, 11, 12, GED, and undergraduate). These lists include the word, the number of attempts to write it, the percent of times it was written incorrectly, the number of times it was written incorrectly, and the number of variant spellings. Only a few words appear consistently across the lists. Tables 19 and 20 contain some of the most frequently misspelled words. In Table 19, the words are all sets of homonyms. Only the first word in each set appeared on the lists of the most frequently misspelled words. The other(s) are included for contrast and to demonstrate that while spelling the first one may be difficult for writers, the others are not nearly as troublesome. In each case, the most frequent misspelling was the "correct" spelling of one of its set of homonyms. For example, too is most often misspelled as to in every grade. To is one of the most frequently used words while both too and two are much less commonly used. You're is most often misspelled as your in every grade. You're is not a frequently used word in this data. It's is most often misspelled as its. In every instance where its is misspelled, it was as it's. They're is most often misspelled as their, and then secondly as there. There is most often misspelled as their. Their is most often misspelled as there, and then secondly as thier.

Table 19
Examples of Frequently Misspelled Words Percent Misspelled
and Percent of Total Words Written

	9th	*10th*	*11th*	*12th*	*GED*	*IU*
too	39.76 0.139	31.30 0.108	36.84 0.122	32.92 0.182	52.31 0.212	*** 0.142
to	0.16 3.707	0.46 3.382	0.18 3.178	0.11 3.430	*** 3.385	*** 3.452
two	2.05 0.214	1.71 0.338	0.85 0.281	1.33 0.210	*** 0.047	*** 0.101
you're	66.67 0.043	71.79 0.159	65.79 0.030	63.49 0.035	*** 0.052	*** ***
your	2.47 0.222	1.54 0.107	5.22 0.107	1.72 0.195	*** 0.432	*** 0.179
it's	39.46 0.101	29.36 0.090	36.31 0.143	41.53 0.139	37.22 0.175	*** 0.080
its	19.05 0.012	11.11 0.007	11.11 0.022	17.50 0.045	*** 0.057	*** 0.080
they're	59.04 0.045	68.42 0.047	46.77 0.050	61.43 0.039	74.40 0.029	*** ***
there	5.53 0.535	9.25 0.731	5.89 0.747	5.18 0.616	*** 0.682	*** 0.529
their	15.84 0.377	16.33 0.445	12.84 0.355	11.50 0.491	*** 0.395	*** 0.486

Note: *** Did not occur at this grade level.

Table 20
Other Frequently Misspelled Words

	9th	*10th*	*11th*	*12th*	*GED*	*IU*
a lot	61.39 0.087	89.83 0.049	92.86 0.034	58.57 0.078	73.94 0.274	*** 0.086
part-time	43.61 0.124	42.00 0.165	33.85 0.156	39.25 0.060	***	***
full-time	28.78 0.112	36.02 0.133	23.17 0.131	30.77 0.051	***	***
man's	54.55 0.006	38.46 0.011	60.00 0.008	44.44 0.005	***	***
probably	18.84 0.189	21.75 0.235	22.69 0.173	21.90 0.118	*** 0.034	*** 0.051

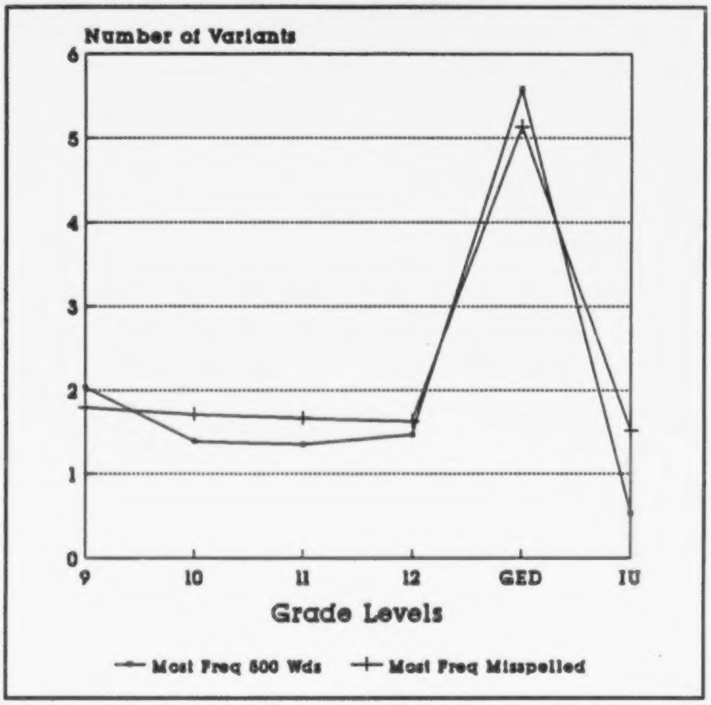
Note: *** Did not occur at this grade level.

Besides the homonyms, whether to write words as compounds or to use hyphens, the possessive forms, and words that may be pronounced quite differently than their spelling, appeared as frequent sources of confusion. A lot, the bane of English teachers, is almost always misspelled as alot. Part-time was most often misspelled as part time, leaving out the hyphen, and secondly as parttime. Full-time was most often misspelled as full time, leaving out the hyphen, and secondly as fulltime. Man's was most often misspelled as mans. Probably may have a variety of pronunciations which lead to variant spellings, the most frequent of which were probaly and probly.

Spelling Variations

The mean number of variants for the misspelled words provides another look at the spelling of these writers. By the high school and college level, the numbers of variant spellings has dropped. One assumes that writers are surer of what the possible spellings are and so produce fewer variants. Figure 5 demonstrates the substantial differences between the GED writers and all the other writers in terms of variations in spelling. The GED writers average about three times as many variant spellings as the high school writers and nearly six times as many as the IU students. For example, in the spelling of the word sesame, an example of a word which is not frequently written, the GED writers used 35 variant spellings for sesame while the grade twelve writers had only one, and the IU students only wrote it correctly. People, a very frequently written word, is never lower on our lists of most frequent words than 20th. At grade nine there are 13 variants, at grades ten and eleven 8 variants, and at grade twelve there are 15; however the GED writers jump up to 23 variants, while the IU group had only 2 variants.

Figure 5
Mean Variant Spellings



One possible interpretation would suggest that this wide number of possibilities for the GED writers indicates that writing for them often involves choices and attention at a letter by letter level, possibly replacing attention which might have been focused on the writers' message. Alternatively, perhaps the GED writers are risk-takers who try to spell to communicate while IU students avoided words they are not sure how to spell. An examination of the word lists with attention to the number of variants provides insights into this aspect of correctness.

Another look at the relative correctness of the Indiana University writers and the GED writers is provided by a comparison of the proportions of words which were always spelled correctly, words which were always spelled incorrectly, and words spelled both correctly and incorrectly. Difficulty in spelling some words persists as is demonstrated by the small (just 4 percent) but documented percentage of words the IU writers consistently misspelled. On the other hand, the GED writers spelled 13 percent incorrectly every time they attempted to write them; therefore, the GED writers had three times as many words which were never written correctly as the Indiana University writers (see Table 21).

Table 21
Proportion of Words Always Spelled Correctly, Always Spelled Incorrectly, and Spelled Both Correctly and Incorrectly

	IU *N (%)*	*GED* *N (%)*
Total Words Always Spelled Correctly	5,881 (87)	5,474 (57)
Total Words Always Spelled Incorrectly	288 (4)	1,280 (13)
Total Words Spelled Both Correctly & Incorrectly	580 (9)	2,922 (30)
Total Words	6,749	9,676

We can conclude that the samples in this study demonstrate that correctness of spelling continues to increase through high school, is higher for students sampled at Indiana University, and is much lower for the GED writers. The GED writers often have had some interruption in the usual flow of schooling. They may not have been writing as consistently as the others sampled here. In any case, the GED writing samples contrast sharply with the high school and university writing samples. Differences between these groups may be attributable to the different ability levels of each group. The IU students represent the top half of the group, the GED test-takers may represent a below average group, and the high school seniors represents a broad cross-section of students.

LIMITATIONS

During the course of both the elementary and secondary phases of this study some limitations have emerged. Several are related to the writing process itself. Others relate to the specific kinds of writing that are the basis of the study and the conditions under which the writing took place.

Writing Samples

The writing samples were gathered from students across the country and were analyzed as products. Consequently, although there were many occasions when the readers wished they could ask the writer what was meant in a passage, they were unable to directly question the writer about his/her intentions. For example, proof readers did not know whether unusual names were misspelled names, names made up by the writer and "correct" as we read them, or unusual, but actual names.

Handwriting poses another complication when the writer is inaccessible. While some of the writing is clear and fairly easy to interpret, other samples pose substantial difficulty in judging whether the writer actually misspelled a word or whether we have simply misinterpreted the letters based on poor letter formation. The proofreaders noted that reading the students' handwriting brought back memories of strategies they had used to protect themselves from making errors: making a word illegible if uncertain of the correct spelling, using ambiguously spaced apostrophes in contractions and possessives, marking faint hyphens and apostrophes when uncertain if they are needed, and breaking compound words at the end of the line when unclear whether the word should be one word or hyphenated. All of these strategies have resulted in decisions which may or may not reflect what the writer knew about spelling and usage. We had no way to represent the flexibility of handwriting as we entered the essays into the computer. Although we were only infrequently hampered by the constraints of the keyboard, we cannot say our data represent every orthographic intention in every writing sample.

Assessments

The samples in this study were all written in response to carefully designed prompts and gathered under test conditions. This kind of writing adds strengths to the study, such as: inclusion of students who were very good, average and poor writers; samples collected from students under known conditions and scored by a system for which there was known reliability and validity; student writers motivated by the test conditions to do their best writing within the time limitations; and samples from students across the country in a nationally representative sample. However, as assessment writing, the data does not encompass the wide range of formal writing which takes place inside and outside of school, such as the personal correspondence of earlier studies (Horn, 1926). Test conditions may impose restrictions on the words that students choose to write if they are trying to avoid spelling errors. Spelling avoidance has been difficult to document and remains a source of ambiguity in the development of vocabulary lists (Farr, Beverstock, & Robbins, 1988).

Additionally, the words written were obviously prompted by the specific writing prompts. These prompt-specific words might well not appear with the same frequency if those prompts had not been the basis of the writing. For example, a picture prompt which shows people in an employment office requires the use of such words as part-time job, application, and experience. These words would not be unusual for students to write, but may be more heavily represented because the writing was in response to that prompt. This limits the ability to generalize frequencies of the vocabulary most elicited by the writing task. Because of the topic constraint, students also may have been limited in the use of other words which might have occurred had they been writing on subjects of their own choosing. These concerns are partially compensated for, however, by our interest in percentages of misspellings of particular words. We are less interested, for example, in the frequency of the word **experience** than in the proportion of instances in which students misspelled the word.

Although this study is distinguished for its use of samples which have all been scored holistically, there are differences in the scoring protocols among some of the various assessments. This has been partially accounted for by assigning standard score equivalents for the assessments, but differences remain in weighting in the scoring. For instance, and most germane to this study, the Texas TEAMS scoring protocol seemed to place greater emphasis on spelling accuracy than did the MAT samples. Thus, samples with poorer spelling received lower scores on the TEAMS than they might have on the MAT. However, all scoring procedures indicated an expectation of reasonably conventional spelling as a trait of good writing.

The writers had different amounts of time to write the samples, ranging from 20 minutes for the MAT (73% of total samples) to 45 minutes for the GED/IU, and the TEAMS tests were untimed. This obviously means that the samples are not directly comparable on the basis of the amount of time the students had to write.

Error Count

Each occurrence of a misspelling is counted as an error. A writer whose only error was writing base ball instead of baseball 11 times in the essay would be counted as having made 11 errors instead of one. Also, the totals include these multiple occurrences without distinguishing whether eleven writers made the error once or one writer misspelled a word eleven times. The complete nature of our data base will make further analysis of the error distributions possible.

Time Span

The writing samples were written from the fall of 1984 to the fall of 1988, representing a four-year span of time. The sample represents that span of time, rather than a single administration of an assessment.

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APPENDIX A

Most Frequently Written Words for Grades 9 through 12, GED, and Indiana University Undergraduates

Most Frequently Written Words
for the 9th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
1	THE	9677	5.300	99.83	6
2	TO	6768	3.707	99.84	3
3	A	5091	2.788	99.96	2
4	AND	4544	2.489	99.71	3
5	OF	3211	1.759	99.84	4
6	I	2974	1.629	100.00	0
7	FOR	2603	1.426	99.92	2
8	JOB	2495	1.366	99.84	4
9	THEY	2429	1.330	97.57	6
10	IS	2358	1.291	99.92	2
11	IN	2280	1.249	99.78	5
12	SCHOOL	2272	1.244	99.43	6
13	THAT	2255	1.235	99.56	5
14	YOU	2097	1.148	99.62	5
15	BE	2041	1.118	100.00	0
16	HAVE	1942	1.064	99.59	5
17	WOULD	1935	1.060	99.79	2
18	ARE	1873	1.026	99.41	6
19	IT	1844	1.010	99.57	4
20	PEOPLE	1564	0.857	98.08	13
21	HE	1563	0.856	99.87	2
22	WILL	1349	0.739	99.56	4
23	THIS	1311	0.718	99.62	3
24	NOT	1165	0.638	99.83	2
25	IF	1152	0.631	99.91	1
26	STUDENTS	1104	0.605	98.73	8
27	AT	1103	0.604	99.64	1
28	WE	1069	0.585	99.72	2
29	GET	1060	0.581	100.00	0
30	ON	1048	0.574	99.90	1
31	WITH	1001	0.548	99.40	4
32	THERE	977	0.535	94.47	8
33	OR	937	0.513	98.72	4
34	WAS	913	0.500	100.00	0
35	TIME	911	0.499	99.67	2
36	JOBS	853	0.467	98.71	2
37	LIKE	835	0.457	99.88	1
38	SOME	805	0.441	99.13	3
39	BECAUSE	803	0.440	94.89	13
40	WHAT	790	0.433	99.37	4
41	ALL	783	0.429	99.87	1
42	AS	781	0.428	99.49	3
43	ONE	769	0.421	99.48	2
44	ABOUT	767	0.420	99.61	3
45	SO	767	0.420	100.00	0
46	DAY	763	0.418	99.74	1
47	UNIFORMS	762	0.417	97.77	7
48	WEAR	758	0.415	95.65	7
49	THEM	748	0.410	97.99	3
50	DO	744	0.407	99.87	1
51	BUT	722	0.395	100.00	0
52	DAYS	705	0.386	98.44	3
53	THEIR	688	0.377	84.16	7
54	OUT	659	0.361	99.85	1
55	WEEK	625	0.342	99.20	1
56	MY	620	0.340	100.00	0

Most Frequently Written Words
for the 9th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
57	GO	614	0.336	100.00	0
58	THINK	612	0.335	98.69	6
59	MAN	590	0.323	100.00	0
60	UP	581	0.318	99.83	1
61	MORE	563	0.308	99.47	3
62	HIS	550	0.301	98.73	3
63	WORK	550	0.301	100.00	0
64	HAD	528	0.289	99.81	1
65	JUST	525	0.288	99.81	1
66	WHEN	492	0.269	98.78	5
67	FIND	473	0.259	99.58	2
68	SHOULD	470	0.257	98.94	4
69	WANT	468	0.256	95.09	7
70	OTHER	459	0.251	98.47	6
71	DON'T	450	0.246	87.56	6
72	GOOD	446	0.244	99.78	1
73	WERE	443	0.243	97.07	3
74	MANY	441	0.242	99.32	3
75	LOOKING	440	0.241	98.86	5
76	THEN	438	0.240	95.89	3
77	THESE	434	0.238	97.24	5
78	WHO	431	0.236	99.54	1
79	LONGER	426	0.233	99.30	2
80	CAN	423	0.232	99.76	1
81	YOUR	405	0.222	97.53	3
82	AN	402	0.220	98.26	3
83	SHE	402	0.220	100.00	0
84	DESK	401	0.220	99.00	4
85	VERY	401	0.220	99.00	4
86	COULD	398	0.218	100.00	0
87	ALSO	393	0.215	100.00	0
88	HAS	393	0.215	99.75	1
89	TWO	390	0.214	97.95	1
90	HIM	387	0.212	99.22	2
91	NEXT	376	0.206	99.47	2
92	LOOK	364	0.199	99.18	2
93	FROM	363	0.199	98.35	4
94	MAKE	362	0.198	99.72	1
95	GOING	355	0.194	98.87	2
96	GOT	345	0.189	100.00	0
97	PROBABLY	345	0.189	81.16	19
98	OUR	342	0.187	97.66	2
99	WAITING	342	0.187	97.37	4
100	MAY	316	0.173	100.00	0
101	MIGHT	316	0.173	99.68	1
102	SEE	315	0.173	100.00	0
103	US	311	0.170	98.39	2
104	MONEY	310	0.170	99.03	2
105	OFFICE	304	0.166	99.34	2
106	AFTER	303	0.166	99.34	2
107	PERSON	303	0.166	98.35	5
108	SAID	303	0.166	99.67	1
109	BY	298	0.163	98.32	2
110	AM	295	0.162	99.32	1
111	KIDS	292	0.160	98.63	3
112	NOW	286	0.157	94.41	1

Most Frequently Written Words for the 9th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
113	HOURS	285	0.156	99.30	2
114	FEEL	283	0.155	96.11	2
115	ME	281	0.154	100.00	0
116	BEEN	280	0.153	99.29	2
117	UNIFORM	280	0.153	97.50	6
118	DOWN	279	0.153	100.00	0
119	SAME	276	0.151	99.28	2
120	FOUR	274	0.150	98.54	2
121	WAY	272	0.149	99.26	2
122	RIGHT	271	0.148	98.15	2
123	WELL	267	0.146	98.88	2
124	HELP	258	0.141	99.61	1
125	SITTING	257	0.141	93.77	6
126	STUDENT	257	0.141	98.05	5
127	NO	256	0.140	98.44	1
128	NEW	256	0.140	99.61	1
129	TOO	254	0.139	60.24	1
130	NEED	250	0.137	98.80	2
131	CLOTHES	247	0.135	89.88	8
132	HER	247	0.135	98.38	3
133	LONG	247	0.135	100.00	0
134	FIRST	246	0.135	98.37	3
135	MOST	243	0.133	99.59	1
136	ONLY	241	0.132	99.59	1
137	WENT	235	0.129	97.87	5
138	COME	233	0.128	99.14	1
139	WEARING	231	0.127	97.84	4
140	HOW	228	0.125	99.56	1
141	TAKE	228	0.125	99.56	1
142	PART-TIME	227	0.124	56.39	3
143	REASON	225	0.123	97.78	3
144	HOME	222	0.122	99.10	1
145	KNOW	222	0.122	99.10	2
146	REALLY	221	0.121	98.19	2
147	ANOTHER	220	0.120	96.36	4
148	SINCERELY	220	0.120	61.36	10
149	OVER	217	0.119	99.08	2
150	MUCH	211	0.116	100.00	0
151	SERVICE	211	0.116	99.53	1
152	BACK	210	0.115	99.52	1
153	HERE	207	0.113	96.62	3
154	FIVE	206	0.113	100.00	0
155	FULL-TIME	205	0.112	71.22	3
156	HIGH	205	0.112	99.51	1
157	PARENTS	204	0.112	99.51	1
158	ANY	203	0.111	100.00	0
159	WHY	199	0.109	98.99	2
160	DRESS	198	0.108	99.49	1
161	GETTING	198	0.108	98.48	1
162	IDEA	198	0.108	97.47	4
163	CALLED	194	0.106	100.00	0
164	I'M	194	0.106	80.93	6
165	PLACEMENT	194	0.106	99.48	1
166	EVERYONE	191	0.105	89.53	8
167	EVEN	190	0.104	100.00	0
168	MR.	190	0.104	87.37	1

Most Frequently Written Words for the 9th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
169	BEING	189	0.104	98.41	3
170	TEACHERS	188	0.103	98.40	1
171	IT'S	185	0.101	60.54	3
172	LOOKS	184	0.101	98.37	3
173	OFF	183	0.100	93.99	1
174	INTO	174	0.095	100.00	0
175	ENOUGH	173	0.095	98.27	3
176	HOMEWORK	172	0.094	91.28	2
177	WHICH	172	0.094	99.42	1
178	THAN	171	0.094	88.30	3
179	AGAINST	169	0.093	95.27	8
180	MEN	169	0.093	100.00	0
181	KIND	168	0.092	98.21	3
182	PICTURE	168	0.092	98.21	3
183	SOMETHING	168	0.092	96.43	5
184	NAME	165	0.090	98.79	1
185	THING	165	0.090	98.79	2
186	WOULDN'T	164	0.090	90.85	3
187	A LOT	158	0.087	38.61	1
188	BETTER	158	0.087	98.10	2
189	ABLE	157	0.086	98.73	1
190	HAVING	154	0.084	97.40	4
191	REASONS	154	0.084	96.10	2
192	PART	153	0.084	100.00	0
193	PLACE	151	0.083	100.00	0
194	POLICY	150	0.082	99.33	1
195	UNEMPLOYMENT	149	0.082	95.30	6
196	WHERE	149	0.082	92.62	2
197	DIFFERENT	146	0.080	91.78	8
198	COMPUTER	145	0.079	95.17	4
199	LINE	145	0.079	99.31	1
200	SAY	145	0.079	99.31	1
201	THINGS	145	0.079	100.00	0
202	WHILE	145	0.079	97.24	4
203	YOUNG	143	0.078	95.80	4
204	HOPE	141	0.077	100.00	0
205	GUY	141	0.077	97.87	2
206	DID	140	0.077	100.00	0
207	BOARD	139	0.076	98.56	2
208	GIVE	139	0.076	100.00	0
209	TOLD	139	0.076	99.28	1
210	BEFORE	137	0.075	95.62	1
211	WORKING	136	0.074	98.53	2
212	DIDN'T	135	0.074	92.59	2
213	LEFT	135	0.074	98.52	1
214	TELL	134	0.073	100.00	0
215	WANTED	132	0.072	99.24	1
216	TRYING	132	0.072	92.42	5
217	EVERY	131	0.072	93.13	5
218	THANK	131	0.072	97.71	3
219	BOB	131	4.870	100.00	0
220	ASKED	130	0.071	100.00	0
221	WAIT	130	0.071	96.92	3
222	TRY	128	0.070	100.00	0
223	INTERVIEW	127	0.070	83.46	8
224	OTHERS	127	0.070	98.43	2

Most Frequently Written Words
for the 9th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
225	TURN	127	0.070	98.43	2
226	DISAGREE	126	0.069	98.41	2
227	BEST	123	0.067	100.00	0
228	CHILDREN	123	0.067	98.37	2
229	TALK	123	0.067	100.00	0
230	AROUND	122	0.067	97.54	3
231	WON'T	122	0.067	84.43	4
232	MAYBE	121	0.066	91.74	5
233	CLASS	120	0.066	99.17	1
234	PAY	120	0.066	100.00	0
235	TALKING	120	0.066	98.33	1
236	CHANGE	119	0.065	96.64	3
237	KEEP	119	0.065	100.00	0
238	BEHIND	117	0.064	94.87	5
239	BUY	117	0.064	92.31	1
240	EACH	117	0.064	100.00	0
241	FOUND	117	0.064	99.15	1
242	DURING	116	0.064	97.41	3
243	EXTRA	115	0.063	100.00	0
244	HARD	115	0.063	100.00	0
245	YOURS	112	0.061	96.43	2
246	SUMMER	111	0.061	99.10	1
247	MADE	110	0.060	98.18	2
248	SURE	110	0.060	97.27	2
249	JOHN	110	4.089	100.00	0
250	INTERVIEWED	109	0.060	83.49	10
251	JOE	109	4.052	100.00	0
252	ASK	108	0.059	98.15	2
253	CALL	108	0.059	100.00	0
254	FULL	107	0.059	98.13	1
255	LEARN	107	0.059	99.07	1
256	BOY	106	0.058	100.00	0
257	PUBLIC	106	0.058	98.11	2
258	QUESTIONS	106	0.058	97.17	3
259	STILL	106	0.058	100.00	0
260	THROUGH	105	0.058	84.76	7
261	WANTS	105	0.058	98.10	2
262	FINALLY	103	0.056	95.15	3
263	FRONT	103	0.056	99.03	1
264	PUT	103	0.056	99.03	1
265	CAN'T	102	0.056	87.25	1
266	COLLEGE	102	0.056	92.16	4
267	LESS	102	0.056	98.04	2
268	LATER	102	0.056	96.08	1
269	START	102	0.056	100.00	0
270	FEW	101	0.055	99.01	1
271	SCHOOLS	101	0.055	96.04	3
272	SHORTENING	101	0.055	91.09	2
273	ASLEEP	100	0.055	96.00	3
274	THOSE	100	0.055	100.00	0
275	END	99	0.054	100.00	0
276	THAT'S	99	0.054	60.61	2
277	WEEKEND	98	0.054	95.92	4
278	DECIDED	96	0.053	94.79	5
279	DOING	96	0.053	98.96	1
280	LITTLE	96	0.053	100.00	0

Most Frequently Written Words
for the 9th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
281	EDUCATION	95	0.052	96.84	3
282	OWN	95	0.052	96.84	1
283	TIRED	95	0.052	90.53	5
284	BELIEVE	94	0.051	86.17	3
285	THREE	93	0.051	100.00	0
286	GIRLS	92	0.050	97.83	2
287	THOUGHT	92	0.050	89.13	4
288	LEAVE	91	0.050	97.80	2
289	BOTH	90	0.049	100.00	0
290	ANYTHING	89	0.049	89.89	2
291	HAPPY	88	0.048	100.00	0
292	CAME	87	0.048	100.00	0
293	DONE	87	0.048	97.70	2
294	BAD	86	0.047	97.67	1
295	CODE	85	0.047	100.00	0
296	SAYS	85	0.047	97.65	1
297	SUCH	85	0.047	100.00	0
298	YEAR	85	0.047	100.00	0
299	DOESN'T	84	0.046	83.33	7
300	LAST	84	0.046	100.00	0
301	ROOM	84	0.046	100.00	0
302	PLEASE	83	0.045	98.80	1
303	THEY'RE	83	0.045	40.96	4
304	MAKING	82	0.045	100.00	0
305	MUST	82	0.045	100.00	0
306	PROBLEMS	82	0.045	96.34	3
307	SOMEONE	82	0.045	89.02	2
308	ALREADY	81	0.044	83.95	4
309	SINCE	81	0.044	96.30	3
310	UNTIL	81	0.044	87.65	5
311	EMPLOYMENT	80	0.044	97.50	2
312	CLASSES	79	0.043	98.73	1
313	SHORTEN	79	0.043	100.00	0
314	JIM	79	2.937	100.00	0
315	LOOKED	78	0.043	100.00	0
316	YOU'RE	78	0.043	33.33	2
317	ACTIVITIES	77	0.042	96.10	3
318	CAUSE	77	0.042	98.70	1
319	HE'S	77	0.042	92.21	3
320	LETTER	77	0.042	100.00	0
321	LET	76	0.042	100.00	0
322	APPLICATION	75	0.041	78.67	8
323	OPINION	75	0.041	89.33	6
324	LIFE	74	0.041	98.65	1
325	PROBLEM	74	0.041	97.30	2
326	STANDING	74	0.041	97.30	2
327	SAT	73	0.040	100.00	0
328	STARTED	73	0.040	98.63	1
329	TYPE	73	0.040	98.63	1
330	DECISION	72	0.039	90.28	6
331	CHANCE	71	0.039	97.18	2
332	GREAT	71	0.039	100.00	0
333	WALKED	71	0.039	97.18	2
334	ELSE	70	0.038	98.57	1
335	NUMBER	70	0.038	100.00	0
336	EITHER	69	0.038	91.30	3

Most Frequently Written Words
for the 9th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
337	SPEND	69	0.038	98.55	1
338	NEVER	68	0.037	100.00	0
339	MORNING	68	0.037	100.00	0
340	TEACHER	68	0.037	98.53	1
341	AGENCY	67	0.037	89.55	5
342	CERTAIN	67	0.037	94.03	3
343	FRIEND	67	0.037	100.00	0
344	HOUR	67	0.037	100.00	0
345	BIG	66	0.036	98.48	1
346	BILL	66	0.036	100.00	0
347	GETS	66	0.036	95.45	1
348	INTERESTED	66	0.036	95.45	2
349	EVERYBODY	65	0.036	72.31	5
350	EXPERIENCE	65	0.036	80.00	7
351	COST	64	0.035	96.88	2
352	EVERY DAY	64	0.035	1.56	2
353	NICE	64	0.035	98.44	1
354	PRIVATE	64	0.035	95.31	3
355	REQUIRED	64	0.035	96.88	2
356	TROUBLE	64	0.035	95.31	3
357	WRITING	64	0.035	84.38	2
358	WOMEN	64	0.035	92.19	4
359	AWAY	63	0.035	98.41	1
360	CLOTHING	63	0.035	98.41	1
361	FAMILY	63	0.035	100.00	0
362	FILL	63	0.035	96.83	2
363	FRIENDS	63	0.035	90.48	2
364	SECOND	63	0.035	100.00	0
365	WITHOUT	63	0.035	90.48	2
366	DOES	62	0.034	98.39	1
367	OLD	62	0.034	98.39	1
368	YEARS	62	0.034	98.39	1
369	ALWAYS	61	0.033	100.00	0
370	REST	61	0.033	96.72	2
371	SLEEP	61	0.033	98.36	1
372	TODAY	61	0.033	100.00	0
373	DESKS	60	0.033	96.67	2
374	THEMSELVES	60	0.033	83.33	8
375	GOES	59	0.032	100.00	0
376	SIT	59	0.032	96.61	2
377	AGREE	58	0.032	100.00	0
378	FINDING	58	0.032	98.28	1
379	MINUTES	58	0.032	98.28	1
380	NEEDED	58	0.032	98.28	1
381	AGAIN	57	0.031	98.25	1
382	LADY	57	0.031	100.00	0
383	USE	57	0.031	100.00	0
384	WEEKS	57	0.031	98.25	1
385	CHAIR	56	0.031	94.64	2
386	CAR	56	0.031	100.00	0
387	BUILDING	56	0.031	92.86	4
388	GRADES	56	0.031	100.00	0
389	INFORMATION	56	0.031	96.43	2
390	ROW	56	0.031	98.21	1
391	SOON	56	0.031	100.00	0
392	STAY	56	0.031	100.00	0

Most Frequently Written Words for the 9th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
393	TOOK	56	0.031	96.43	2
394	WHOLE	56	0.031	87.50	5
395	WORKER	56	0.031	100.00	0
396	HALF	55	0.030	98.18	1
397	LOT	55	0.030	100.00	0
398	MEAN	55	0.030	100.00	0
399	SEAT	55	0.030	98.18	1
400	RULE	55	0.030	100.00	0
401	SHORTER	55	0.030	100.00	0
402	THOUGH	55	0.030	98.18	1
403	TURNED	55	0.030	98.18	1
404	BECOME	54	0.030	100.00	0
405	UNEMPLOYED	54	0.030	90.74	5
406	WORKED	54	0.030	98.15	1
407	COMING	53	0.029	96.23	1
408	FREEDOM	53	0.029	100.00	0
409	FOUR-DAY	53	0.029	11.32	1
410	MIND	53	0.029	96.23	2
411	VOTE	53	0.029	100.00	0
412	WORKERS	53	0.029	98.11	1
413	AFFORD	52	0.028	86.54	2
414	BOYS	52	0.028	100.00	0
415	HEARD	52	0.028	96.15	2
416	ONES	52	0.028	94.23	1
417	SEPTEMBER	52	0.028	98.08	1
418	IMPORTANT	51	0.028	96.08	2
419	TEENAGERS	51	0.028	90.20	3
420	CARE	50	0.027	100.00	0
421	CENTER	50	0.027	100.00	0
422	CHOICE	50	0.027	94.00	2
423	NIGHT	50	0.027	100.00	0
424	SYSTEM	50	0.027	100.00	0
425	TAKING	50	0.027	100.00	0
426	USED	50	0.027	100.00	0
427	COMPANY	49	0.027	95.92	1
428	KNEW	49	0.027	91.84	1
429	MARK	49	0.027	100.00	0
430	PRINCIPAL	49	0.027	81.63	2
431	STARTING	49	0.027	100.00	0
432	EVER	48	0.026	97.92	1
433	FRIDAY	48	0.026	91.67	3
434	FUN	48	0.026	100.00	0
435	SHOW	48	0.026	100.00	0
436	SLEEPING	48	0.026	97.92	1
437	THEREFORE	48	0.026	83.33	3
438	CUT	47	0.026	100.00	0
439	EXCEPT	47	0.026	85.11	4
440	FAMILIES	47	0.026	82.98	4
441	GUYS	47	0.026	100.00	0
442	NOTHING	47	0.026	100.00	0
443	STORY	47	0.026	97.87	1
444	WHETHER	47	0.026	74.47	4
445	TOM	47	1.747	100.00	0
446	AMOUNT	46	0.025	95.65	2
447	APPLY	46	0.025	97.83	1
448	LATE	46	0.025	100.00	0

Most Frequently Written Words
for the 9th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
449	OPENINGS	46	0.025	95.65	2
450	QUITE	46	0.025	89.13	2
451	THINKING	46	0.025	97.83	1
452	DROP	45	0.025	100.00	0
453	ESPECIALLY	45	0.025	77.78	8
454	QUIT	45	0.025	84.44	2
455	USUALLY	45	0.025	95.56	2
456	UNCOMFORTABLE	45	0.025	95.56	2
457	AVAILABLE	44	0.024	63.64	9
458	COMES	44	0.024	93.18	2
459	COULDN'T	44	0.024	97.73	1
460	GIRL	44	0.024	97.73	1
461	NERVOUS	44	0.024	93.18	3
462	SAW	44	0.024	95.45	2
463	THERE'S	44	0.024	56.82	3
464	TRULY	44	0.024	79.55	4
465	CANNOT	43	0.024	48.84	1
466	COMFORTABLE	43	0.024	86.05	4
467	DRESSED	43	0.024	95.35	1
468	GIVEN	43	0.024	97.67	1
469	FOOD	43	0.024	100.00	0
470	INSTEAD	43	0.024	88.37	3
471	MATTER	43	0.024	97.67	1
472	REGULAR	43	0.024	100.00	0
473	SEEMS	43	0.024	100.00	0
474	SEEM	43	0.024	95.35	2
475	YES	43	0.024	100.00	0
476	BORING	42	0.023	90.48	3
477	I'LL	42	0.023	88.10	2
478	HIMSELF	42	0.023	95.24	2
479	LEARNING	42	0.023	100.00	0
480	MONDAY	42	0.023	100.00	0
481	QUALIFIED	42	0.023	85.71	4
482	RATHER	42	0.023	97.62	1
483	STUDY	42	0.023	100.00	0
484	WORLD	42	0.023	97.62	1
485	CHANGING	41	0.022	100.00	0
486	BORED	41	0.022	73.17	5
487	FILLED	41	0.022	100.00	0
488	HAPPEN	41	0.022	97.56	1
489	NEEDS	41	0.022	100.00	0
490	OUTSIDE	41	0.022	80.49	2
491	SUPPORT	41	0.022	97.56	1
492	CHAIRS	40	0.022	95.00	2
493	GRADE	40	0.022	100.00	0
494	READ	40	0.022	100.00	0
495	SKILLS	40	0.022	100.00	0
496	SEVERAL	40	0.022	97.50	1
497	SHORT	40	0.022	100.00	0
498	SIX	40	0.022	100.00	0
499	STATE	40	0.022	100.00	0
500	THIRD	40	0.022	100.00	0
501	WASN'T	40	0.022	85.00	2
502	UNDERSTAND	40	0.022	100.00	0
502	Averages	315.64	0.21	95.60	2.03

Most Frequently Written Words for the 10th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
1	THE	7257	5.985	99.83	7
2	TO	4101	3.382	99.54	4
3	A	3640	3.002	99.95	2
4	AND	3391	2.797	99.20	6
5	JOB	2356	1.943	99.87	3
6	OF	2159	1.781	99.81	3
7	HE	2015	1.662	99.60	3
8	THEY	2000	1.649	98.25	5
9	FOR	1846	1.522	99.73	4
10	IS	1838	1.516	99.95	1
11	IN	1817	1.499	99.67	4
12	ARE	1652	1.362	99.76	2
13	THAT	1417	1.169	99.79	2
14	PEOPLE	1345	1.109	98.51	8
15	YOU	1014	0.836	98.82	6
16	IT	958	0.790	99.27	4
17	I	956	0.788	99.79	2
18	WAS	944	0.779	99.36	5
19	BE	930	0.767	100.00	0
20	AT	905	0.746	99.45	2
21	HAVE	893	0.736	99.55	3
22	ON	888	0.732	99.66	3
23	THERE	886	0.731	90.74	10
24	JOBS	868	0.716	99.54	2
25	GET	839	0.692	99.64	2
26	WILL	833	0.687	99.28	2
27	HIS	817	0.674	99.51	3
28	THIS	738	0.609	99.86	1
29	WITH	680	0.561	99.56	3
30	ONE	673	0.555	99.41	2
31	MAN	641	0.529	99.84	1
32	OR	608	0.501	99.84	1
33	WHAT	587	0.484	99.49	3
34	SOME	582	0.480	99.31	4
35	LIKE	560	0.462	99.82	1
36	NOT	554	0.457	99.82	1
37	AS	553	0.456	99.64	2
38	THEIR	539	0.445	83.67	5
39	OUT	538	0.444	100.00	0
40	BUT	537	0.443	100.00	0
41	SO	537	0.443	99.63	2
42	ABOUT	533	0.440	99.06	5
43	ALL	525	0.433	99.81	1
44	THEM	507	0.418	97.44	3
45	IF	491	0.405	100.00	0
46	HIM	490	0.404	99.59	2
47	LOOKING	484	0.399	99.79	1
48	UP	469	0.387	100.00	0
49	HAD	443	0.365	99.77	1
50	TIME	441	0.364	99.77	1
51	BECAUSE	415	0.342	95.42	12
52	WOULD	415	0.342	98.80	5
53	TWO	410	0.338	98.29	2
54	HAS	403	0.332	99.50	1
55	DESK	397	0.327	99.50	1
56	GO	394	0.325	99.49	1

Most Frequently Written Words for the 10th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
57	WAITING	389	0.321	98.71	4
58	FIND	377	0.311	99.20	2
59	SCHOOL	377	0.311	100.00	0
60	JUST	373	0.308	100.00	0
61	WERE	365	0.301	99.18	1
62	SHE	359	0.296	99.16	1
63	OTHER	357	0.294	99.44	2
64	WHO	357	0.294	99.16	1
65	THEN	334	0.275	97.60	3
66	OFFICE	330	0.272	100.00	0
67	THESE	325	0.268	98.46	3
68	WORK	325	0.268	99.69	1
69	AN	317	0.261	98.11	2
70	VERY	313	0.258	99.68	1
71	CAN	310	0.256	100.00	0
72	DO	310	0.256	100.00	0
73	WHEN	305	0.252	99.34	2
74	LOOKS	295	0.243	98.64	2
75	PROBABLY	285	0.235	78.25	14
76	PICTURE	280	0.231	98.57	4
77	LOOK	273	0.225	99.63	1
78	PLACEMENT	272	0.224	99.26	2
79	WANT	271	0.224	98.15	3
80	GOOD	270	0.223	100.00	0
81	GOING	262	0.216	99.62	1
82	GOT	259	0.214	99.61	1
83	HER	259	0.214	99.23	1
84	SEE	259	0.214	99.61	1
85	SITTING	259	0.214	95.37	4
86	MANY	255	0.210	99.61	1
87	BEEN	252	0.208	99.21	2
88	NEXT	250	0.206	99.20	1
89	DOWN	243	0.200	98.77	2
90	WE	239	0.197	100.00	0
91	SAID	236	0.195	99.15	2
92	BY	234	0.193	100.00	0
93	MY	230	0.190	100.00	0
94	MAY	229	0.189	99.56	1
95	PERSON	228	0.188	98.68	3
96	AFTER	227	0.187	99.56	1
97	BACK	226	0.186	100.00	0
98	ME	223	0.184	100.00	0
99	GUY	216	0.178	99.54	1
100	MIGHT	216	0.178	100.00	0
101	BOY	209	0.172	99.04	2
102	COULD	208	0.172	100.00	0
103	MEN	208	0.172	96.63	2
104	RIGHT	207	0.171	97.10	3
105	FROM	201	0.166	99.50	1
106	PART-TIME	200	0.165	58.00	5
107	NOW	200	0.165	99.00	1
108	DAY	196	0.162	100.00	0
109	WELL	194	0.160	99.48	1
110	DON'T	193	0.159	91.71	2
111	YOUNG	193	0.159	97.93	4
112	MORE	191	0.158	100.00	0

Most Frequently Written Words
for the 10th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
113	SERVICE	190	0.157	98.95	1
114	HERE	189	0.156	100.00	0
115	GETTING	184	0.152	98.91	2
116	TALKING	182	0.150	98.90	1
117	HELP	178	0.147	100.00	0
118	CALLED	176	0.145	100.00	0
119	MOST	171	0.141	99.42	1
120	WENT	168	0.139	98.81	2
121	ALSO	167	0.138	99.40	1
122	MONEY	165	0.136	100.00	0
123	COME	164	0.135	99.39	1
124	STUDENTS	164	0.135	100.00	0
125	FIRST	163	0.134	100.00	0
126	FULL-TIME	161	0.133	63.98	8
127	LEFT	161	0.133	98.76	2
128	INTERVIEW	160	0.132	91.88	5
129	REALLY	159	0.131	95.60	1
130	KIDS	157	0.129	99.36	1
131	OVER	154	0.127	99.35	1
132	NO	152	0.125	99.34	1
133	CAR	151	0.125	100.00	0
134	KIND	150	0.124	99.33	1
135	MR.	150	0.124	89.33	1
136	COMPUTER	149	0.123	95.97	3
137	FRONT	149	0.123	97.32	3
138	INTO	149	0.123	97.99	1
139	WHILE	149	0.123	100.00	0
140	JOHN	149	7.590	100.00	0
141	TRYING	147	0.121	98.64	2
142	ONLY	145	0.120	100.00	0
143	PLACE	144	0.119	99.31	1
144	SEEMS	143	0.118	99.30	1
145	HOW	141	0.116	100.00	0
146	THINK	139	0.115	98.56	2
147	KNOW	138	0.114	94.20	2
148	NAME	138	0.114	100.00	0
149	WHERE	138	0.114	91.30	1
150	TOLD	137	0.113	100.00	0
151	LONG	136	0.112	99.26	1
152	WHICH	136	0.112	94.12	2
153	OTHERS	134	0.111	94.03	5
154	NEED	132	0.109	100.00	0
155	TOO	131	0.108	68.70	2
156	BEHIND	130	0.107	98.46	1
157	YOUR	130	0.107	98.46	2
158	PART	128	0.106	99.22	1
159	BEING	127	0.105	99.21	1
160	HIGH	125	0.103	100.00	0
161	WAIT	125	0.103	98.40	2
162	HE'S	124	0.102	90.32	2
163	DIDN'T	123	0.101	95.12	1
164	TAKE	123	0.101	100.00	0
165	ANY	121	0.100	99.17	1
166	ANOTHER	117	0.096	96.58	3
167	CAME	116	0.096	100.00	0
168	NEW	112	0.092	98.21	2

Most Frequently Written Words
for the 10th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
169	SOMETHING	112	0.092	91.96	2
170	THROUGH	112	0.092	92.86	4
171	ASLEEP	111	0.092	93.69	2
172	WAY	111	0.092	100.00	0
173	ASKED	110	0.091	99.09	1
174	COLLEGE	110	0.091	98.18	1
175	FULL	110	0.091	99.09	1
176	UNEMPLOYMENT	110	0.091	88.18	12
177	IT'S	109	0.090	70.64	1
178	ROOM	109	0.090	99.08	1
179	MAYBE	108	0.089	88.89	6
180	WORKING	107	0.088	99.07	1
181	FOUND	106	0.087	100.00	0
182	TALK	106	0.087	100.00	0
183	TELL	106	0.087	100.00	0
184	DID	105	0.087	100.00	0
185	INTERVIEWED	105	0.087	90.48	4
186	EACH	104	0.086	100.00	0
187	TURN	104	0.086	100.00	0
188	LINE	103	0.085	100.00	0
189	AROUND	100	0.082	98.00	2
190	MUCH	100	0.082	99.00	1
191	DOESN'T	98	0.081	87.76	7
192	FEW	97	0.080	100.00	0
193	MAKE	97	0.080	100.00	0
194	WHY	97	0.080	100.00	0
195	FINALLY	95	0.078	88.42	6
196	SUMMER	95	0.078	100.00	0
197	THAN	95	0.078	93.68	1
198	BEFORE	94	0.078	95.74	1
199	GIRLS	94	0.078	97.87	2
200	DECIDED	93	0.077	98.92	1
201	TRY	93	0.077	100.00	0
202	APPLICATION	92	0.076	93.48	4
203	CALL	91	0.075	100.00	0
204	LOT	90	0.074	100.00	0
205	OFF	90	0.074	100.00	0
206	LITTLE	89	0.073	97.75	2
207	BOB	89	4.534	100.00	0
208	GIRL	88	0.073	100.00	0
209	HAPPY	88	0.073	98.86	1
210	SHOULD	88	0.073	98.86	1
211	BOTH	87	0.072	100.00	0
212	EVEN	87	0.072	100.00	0
213	EMPLOYMENT	86	0.071	95.35	4
214	GIVE	86	0.071	100.00	0
215	STANDING	86	0.071	100.00	0
216	STARTED	85	0.070	97.65	2
217	EVERYONE	83	0.068	91.57	5
218	ROW	83	0.068	96.39	1
219	I'M	81	0.067	90.12	2
220	BEST	79	0.065	100.00	0
221	DIFFERENT	79	0.065	89.87	3
222	PRINCIPAL	78	0.064	66.67	5
223	STILL	78	0.064	100.00	0
224	THOUGHT	78	0.064	96.15	3

Most Frequently Written Words for the 10th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
225	WANTED	78	0.064	98.72	1
226	BOARD	77	0.064	97.40	2
227	WANTS	75	0.062	89.33	2
228	CARE	74	0.061	100.00	0
229	ENOUGH	74	0.061	93.24	4
230	FILL	74	0.061	95.95	2
231	LEAVE	74	0.061	98.65	1
232	SAYS	74	0.061	94.59	2
233	SAY	73	0.060	98.63	1
234	SOON	73	0.060	100.00	0
235	START	73	0.060	100.00	0
236	ASK	72	0.059	100.00	0
237	HARD	71	0.059	98.59	1
238	HOURS	71	0.059	98.59	1
239	HIMSELF	71	0.059	92.96	2
240	AGAIN	70	0.058	100.00	0
241	FINDING	70	0.058	100.00	0
242	THREE	70	0.058	100.00	0
243	WON'T	70	0.058	88.57	1
244	BOYS	69	0.057	92.75	1
245	HAND	69	0.057	98.55	1
246	SAME	68	0.056	98.53	1
247	AVAILABLE	67	0.055	89.55	5
248	DOOR	67	0.055	98.51	1
249	DOING	67	0.055	100.00	0
250	FRIEND	67	0.055	94.03	2
251	HOME	67	0.055	100.00	0
252	WOMEN	67	0.055	97.01	2
253	CHANCE	66	0.054	98.48	1
254	SAT	66	0.054	98.48	1
255	THAT'S	66	0.054	59.09	2
256	EXPERIENCE	65	0.054	84.62	9
257	HAVING	65	0.054	96.92	2
258	INTERESTED	65	0.054	90.77	4
259	LAST	65	0.054	98.46	1
260	SEEM	65	0.054	92.31	1
261	SIT	65	0.054	96.92	2
262	SINCE	65	0.054	98.46	1
263	THING	65	0.054	96.92	2
264	QUESTIONS	64	0.053	95.31	3
265	UNTIL	64	0.053	96.88	2
266	BETTER	63	0.052	100.00	0
267	BILL	63	0.052	100.00	0
268	DESKS	63	0.052	95.24	2
269	LOOKED	63	0.052	100.00	0
270	HAPPEN	62	0.051	96.77	2
271	PAY	62	0.051	100.00	0
272	CLASS	61	0.050	100.00	0
273	HOPE	61	0.050	100.00	0
274	INFORMATION	61	0.050	93.44	4
275	ABLE	60	0.049	98.33	1
276	ALWAYS	60	0.049	93.33	2
277	A LOT	59	0.049	10.17	1
278	FRIENDS	59	0.049	98.31	1
279	SLEEPING	59	0.049	98.31	1
280	TODAY	59	0.049	100.00	0

Most Frequently Written Words for the 10th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
281	NEVER	58	0.048	100.00	0
282	PUT	58	0.048	100.00	0
283	SOMEONE	58	0.048	94.83	1
284	CENTER	57	0.047	100.00	0
285	THEY'RE	57	0.047	31.58	6
286	ANYTHING	56	0.046	89.29	4
287	AWAY	56	0.046	98.21	1
288	COMPANY	55	0.045	100.00	0
289	MUST	55	0.045	98.18	1
290	OLD	55	0.045	100.00	0
291	THINGS	55	0.045	96.36	2
292	CAN'T	54	0.045	90.74	2
293	EITHER	54	0.045	100.00	0
294	GREAT	54	0.045	100.00	0
295	NERVOUS	54	0.045	85.19	5
296	SEAT	54	0.045	92.59	3
297	APPLY	53	0.044	100.00	0
298	BUILDING	53	0.044	100.00	0
299	CHAIR	53	0.044	98.11	1
300	DAYS	53	0.044	98.11	1
301	EDUCATION	53	0.044	100.00	0
302	LIFE	53	0.044	100.00	0
303	READY	53	0.044	100.00	0
304	THEMSELVES	53	0.044	83.02	6
305	AGENCY	52	0.043	94.23	3
306	MORNING	52	0.043	94.23	3
307	SURE	52	0.043	100.00	0
308	ALREADY	51	0.042	94.12	2
309	BULLETIN	51	0.042	62.75	10
310	KNEW	51	0.042	96.08	1
311	QUITE	51	0.042	96.08	2
312	APPLYING	50	0.041	96.00	2
313	GETS	50	0.041	94.00	1
314	MADE	50	0.041	98.00	1
315	NEEDS	50	0.041	98.00	1
316	QUALIFIED	50	0.041	94.00	3
317	TOOK	50	0.041	94.00	3
318	JOE	50	2.547	100.00	0
319	OUR	49	0.040	100.00	0
320	OWN	49	0.040	97.96	1
321	PARENTS	49	0.040	79.59	3
322	STORY	49	0.040	100.00	0
323	THOUGH	49	0.040	97.96	1
324	COULDN'T	48	0.040	85.42	3
325	EVERY	48	0.040	100.00	0
326	KEEP	48	0.040	100.00	0
327	TYPE	48	0.040	100.00	0
328	DOES	47	0.039	100.00	0
329	HEAD	47	0.039	100.00	0
330	LATER	47	0.039	100.00	0
331	WITHOUT	47	0.039	93.62	1
332	TOM	47	2.394	100.00	0
333	GOES	46	0.038	97.83	1
334	NICE	46	0.038	100.00	0
335	SEVERAL	46	0.038	100.00	0
336	USED	46	0.038	100.00	0

Most Frequently Written Words
for the 10th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
337	LADIES	45	0.037	86.67	2
338	SECOND	45	0.037	97.78	1
339	SIX	45	0.037	95.56	2
340	TEACHER	45	0.037	100.00	0
341	SUCH	45	0.037	100.00	0
342	HAT	44	0.036	100.00	0
343	LIKELY	44	0.036	93.18	2
344	ONES	44	0.036	95.45	1
345	WALKED	44	0.036	97.73	1
346	UNEMPLOYED	44	0.036	95.45	2
347	WEEK	44	0.036	100.00	0
348	YEARS	44	0.036	100.00	0
349	MIKE	44	2.241	100.00	0
350	BIG	43	0.035	100.00	0
351	OPEN	43	0.035	100.00	0
352	PRETTY	43	0.035	97.67	1
353	REAL	43	0.035	100.00	0
354	STUDENT	43	0.035	97.67	1
355	YEAR	43	0.035	100.00	0
356	BORED	42	0.035	90.48	3
357	BAD	42	0.035	97.62	1
358	EVER	42	0.035	97.62	1
359	I'LL	42	0.035	97.62	1
360	TEACHERS	42	0.035	97.62	1
361	US	42	0.035	100.00	0
362	WORLD	42	0.035	100.00	0
363	JIM	42	2.140	100.00	0
364	CERTAIN	41	0.034	95.12	2
365	FEEL	41	0.034	87.80	2
366	LADY	41	0.034	97.56	1
367	PROBLEM	41	0.034	95.12	2
368	SEEMED	41	0.034	100.00	0
369	NEEDED	40	0.033	97.50	1
370	PRINCIPAL'S	40	0.033	42.50	4
371	SHOWS	40	0.033	95.00	2
372	SAW	40	0.033	97.50	1
373	THERE'S	40	0.033	82.50	1
374	TAKING	40	0.033	92.50	2
375	SUPPORT	40	0.033	95.00	1
376	TELLING	40	0.033	100.00	0
377	DONE	39	0.032	100.00	0
378	END	39	0.032	97.44	1
379	SIDE	39	0.032	100.00	0
380	SKILLS	39	0.032	92.31	1
381	WAITED	39	0.032	100.00	0
382	TURNED	39	0.032	97.44	1
383	YOU'RE	39	0.032	28.21	3
384	APPLICATIONS	38	0.031	97.37	1
385	ELSE	38	0.031	94.74	2
386	FAMILY	38	0.031	100.00	0
387	FUTURE	38	0.031	97.37	1
388	GUYS	38	0.031	97.37	1
389	INTERVIEWING	38	0.031	92.11	1
390	STORE	38	0.031	100.00	0
391	TELLS	38	0.031	97.37	1
392	AM	37	0.031	100.00	0

Most Frequently Written Words for the 10th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
393	FIELD	37	0.031	86.49	2
394	FIVE	37	0.031	100.00	0
395	HEARD	37	0.031	100.00	0
396	TIRED	37	0.031	97.30	1
397	BUSINESS	36	0.030	75.00	4
398	DURING	36	0.030	100.00	0
399	GOTTEN	36	0.030	94.44	1
400	HOUR	36	0.030	100.00	0
401	LET	36	0.030	97.22	1
402	OUTSIDE	36	0.030	88.89	2
403	BUY	35	0.029	94.29	1
404	EVERYTHING	35	0.029	94.29	1
405	LUCK	35	0.029	94.29	2
406	OPENINGS	35	0.029	97.14	1
407	SET	35	0.029	100.00	0
408	TROUBLE	35	0.029	97.14	1
409	TOGETHER	35	0.029	100.00	0
410	WORKED	35	0.029	97.14	1
411	CHAIRS	34	0.028	97.06	1
412	COMPUTERS	34	0.028	94.12	2
413	COMES	34	0.028	100.00	0
414	FACE	34	0.028	100.00	0
415	KID	34	0.028	100.00	0
416	TRIED	34	0.028	97.06	1
417	WASN'T	34	0.028	88.24	3
418	WALK	34	0.028	100.00	0
419	WOULDN'T	34	0.028	94.12	2
420	WHETHER	34	0.028	82.35	2
421	WORKERS	34	0.028	100.00	0
422	HELPING	33	0.027	100.00	0
423	MRS.	33	0.027	93.94	1
424	ONCE	33	0.027	93.94	2
425	PHONE	33	0.027	100.00	0
426	QUALIFICATIONS	33	0.027	93.94	2
427	SLEEP	33	0.027	100.00	0
428	TEENAGERS	33	0.027	96.97	1
429	YES	33	0.027	100.00	0
430	JACK	33	1.681	100.00	0
431	ALONG	32	0.026	90.63	3
432	EXCITED	32	0.026	93.75	1
433	GROUP	32	0.026	100.00	0
434	HOPING	32	0.026	90.63	2
435	NUMBER	32	0.026	96.88	1
436	NOTHING	32	0.026	96.88	1
437	PLACES	32	0.026	100.00	0
438	REASON	32	0.026	100.00	0
439	SIGN	32	0.026	100.00	0
440	THINKING	32	0.026	100.00	0
441	COUPLE	31	0.026	100.00	0
442	HAIR	31	0.026	100.00	0
443	MACHINE	31	0.026	90.32	3
444	MANAGER	31	0.026	96.77	1
445	PATIENTLY	31	0.026	90.32	3
446	RECEIVE	31	0.026	45.16	1
447	THOSE	31	0.026	100.00	0
448	WEEKS	31	0.026	100.00	0

Most Frequently Written Words for the 10th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
449	BEGAN	30	0.025	96.67	1
450	CAP	30	0.025	100.00	0
451	CROSSED	30	0.025	100.00	0
452	FIRED	30	0.025	100.00	0
453	FILLED	30	0.025	100.00	0
454	FOLDER	30	0.025	93.33	2
455	INTERVIEWER	30	0.025	93.33	2
456	LUCKY	30	0.025	100.00	0
457	SMALL	30	0.025	100.00	0
458	THINKS	30	0.025	100.00	0
459	TALKED	30	0.025	100.00	0
460	SCOTT	30	1.528	100.00	0
461	CLOTHES	29	0.024	93.10	2
462	CARS	29	0.024	89.66	1
463	EXCEPT	29	0.024	93.10	1
464	IMPORTANT	29	0.024	96.55	1
465	LEAST	29	0.024	100.00	0
466	ISN'T	29	0.024	86.21	2
467	REST	29	0.024	100.00	0
468	WORKER	29	0.024	96.55	1
469	BRING	28	0.023	96.43	1
470	BASEBALL	28	0.023	92.86	1
471	FILE	28	0.023	96.43	1
472	HALF	28	0.023	100.00	0
473	IDEA	28	0.023	100.00	0
474	INTERESTS	28	0.023	78.57	3
475	MINUTES	28	0.023	96.43	1
476	MAKING	28	0.023	92.86	1
477	SIGNS	28	0.023	100.00	0
478	SMILE	28	0.023	100.00	0
479	WAKE	28	0.023	100.00	0
480	USE	28	0.023	100.00	0
481	WHOLE	28	0.023	92.86	1
482	ALMOST	27	0.022	100.00	0
483	BELIEVE	27	0.022	100.00	0
484	BLACK	27	0.022	100.00	0
485	BESIDE	27	0.022	96.30	1
486	DEMONSTRATING	27	0.022	92.59	2
487	EARLY	27	0.022	100.00	0
488	DISCUSSING	27	0.022	85.19	4
489	FINISHED	27	0.022	100.00	0
490	GONE	27	0.022	100.00	0
491	FUN	27	0.022	100.00	0
492	HIRE	27	0.022	96.30	1
493	MIND	27	0.022	100.00	0
494	PAPERS	27	0.022	96.30	1
495	SHOW	27	0.022	96.30	1
496	TIMES	27	0.022	100.00	0
497	BECOME	26	0.021	100.00	0
498	CHECK	26	0.021	92.31	2
499	CHILDREN	26	0.021	92.31	1
500	DECIDE	26	0.021	100.00	0
501	FELT	26	0.021	100.00	0
502	FILLING	26	0.021	92.31	2
503	FIRE	26	0.021	100.00	0
504	FOOD	26	0.021	100.00	0

Most Frequently Written Words for the 10th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
505	LIST	26	0.021	100.00	0
506	LIVE	26	0.021	100.00	0
507	NIGHT	26	0.021	96.15	1
508	PROBLEMS	26	0.021	96.15	1
509	PRESIDENT	26	0.021	100.00	0
510	WANTING	26	0.021	96.15	1
511	UPON	26	0.021	88.46	3
512	WRONG	26	0.021	100.00	0
513	MARY	26	1.325	100.00	0
	Totals	104917.00	112.08	49413.58	713.00
	Averages	204.52	0.22	96.32	1.39

Most Frequently Written Words for the 11th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
1	THE	6986	5.590	99.90	4
2	TO	3971	3.178	99.82	5
3	A	3805	3.045	99.92	2
4	AND	3526	2.821	99.35	4
5	I	3029	2.424	99.97	1
6	OF	2393	1.915	99.92	2
7	IN	2357	1.886	99.79	3
8	IS	2023	1.619	99.75	3
9	JOB	1854	1.484	99.62	4
10	FOR	1640	1.312	99.70	2
11	THEY	1546	1.237	97.48	6
12	ARE	1460	1.168	99.59	4
13	HE	1392	1.114	99.57	5
14	THAT	1274	1.019	100.00	0
15	IT	1174	0.939	99.32	3
16	PEOPLE	1152	0.922	97.48	8
17	BE	1108	0.887	99.91	1
18	OUT	975	0.780	99.90	1
19	THERE	933	0.747	94.11	6
20	THIS	895	0.716	99.44	4
21	AT	878	0.703	99.54	2
22	YOU	860	0.688	99.65	3
23	WILL	847	0.678	99.53	2
24	ME	820	0.656	99.88	1
25	WAS	805	0.644	99.88	1
26	ON	789	0.631	99.49	3
27	GET	760	0.608	100.00	0
28	HAVE	725	0.580	99.86	1
29	WITH	713	0.571	99.02	7
30	LIKE	710	0.568	100.00	0
31	BUT	689	0.551	99.85	1
32	ONE	683	0.547	99.71	2
33	OR	653	0.523	99.23	3
34	JOBS	625	0.500	98.72	5
35	MY	625	0.500	100.00	0
36	WOULD	625	0.500	99.36	4
37	IF	588	0.471	99.66	2
38	AS	584	0.467	99.66	2
39	NOT	556	0.445	99.82	1
40	HIS	540	0.432	99.26	3
41	ALL	537	0.430	100.00	0
42	BOX	528	0.423	99.81	1
43	SEE	519	0.415	99.81	1
44	SOME	515	0.412	99.22	2
45	MAN	506	0.405	99.80	1
46	LOOKING	506	0.405	99.80	1
47	WHAT	487	0.390	100.00	0
48	SO	482	0.386	99.59	2
49	THEM	479	0.383	97.08	3
50	CAN	457	0.366	99.78	1
51	THEIR	444	0.355	87.16	5
52	ABOUT	442	0.354	99.55	2
53	BECAUSE	430	0.344	97.91	6
54	UP	419	0.335	100.00	0
55	JUST	411	0.329	99.51	1
56	HIM	394	0.315	99.24	3

Most Frequently Written Words
for the 11th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
57	TIME	367	0.294	99.73	1
58	FIND	366	0.293	99.45	1
59	AN	363	0.290	96.42	4
60	LOOK	363	0.290	99.72	1
61	FROM	362	0.290	98.34	4
62	FEEL	361	0.289	98.34	3
63	WHO	357	0.286	99.72	1
64	GO	354	0.283	99.72	1
65	TWO	351	0.281	99.15	1
66	HAD	349	0.279	99.71	1
67	AM	338	0.270	99.41	2
68	VERY	336	0.269	99.40	2
69	WERE	336	0.269	98.51	3
70	PICTURE	333	0.266	98.20	4
71	HAS	331	0.265	99.40	2
72	WHEN	328	0.262	99.39	2
73	DO	315	0.252	100.00	0
74	PERSON	311	0.249	100.00	0
75	WAITING	309	0.247	97.41	5
76	I'M	308	0.246	87.01	6
77	OTHER	296	0.237	98.99	3
78	BY	293	0.234	99.32	1
79	WANT	293	0.234	96.59	3
80	SCHOOL	279	0.223	99.28	2
81	THESE	279	0.223	99.28	1
82	WORK	279	0.223	99.64	1
83	DON'T	276	0.221	93.84	1
84	NO	271	0.217	96.31	1
85	THEN	267	0.214	98.13	2
86	LOOKS	263	0.210	98.86	2
87	OFFICE	262	0.210	99.62	1
88	SITTING	256	0.205	95.31	5
89	GOING	253	0.202	97.23	7
90	DESK	249	0.199	99.20	1
91	COULD	245	0.196	99.59	1
92	HERE	240	0.192	98.33	2
93	AROUND	228	0.182	98.68	3
94	ONLY	224	0.179	100.00	0
95	BEEN	223	0.178	100.00	0
96	WORLD	222	0.178	99.55	1
97	PROBABLY	216	0.173	77.31	16
98	MANY	212	0.170	99.53	1
99	NEXT	211	0.169	99.53	1
100	GOOD	206	0.165	100.00	0
101	NOW	205	0.164	99.51	1
102	KNOW	204	0.163	97.55	2
103	THROUGH	203	0.162	96.06	6
104	BEING	201	0.161	98.01	4
105	DOWN	197	0.158	98.98	2
106	SOMEONE	197	0.158	92.89	4
107	HELP	195	0.156	100.00	0
108	PART-TIME	195	0.156	66.15	3
109	AFTER	190	0.152	98.95	2
110	MORE	190	0.152	99.47	1
111	SHE	186	0.149	100.00	0
112	BACK	184	0.147	99.46	1

Most Frequently Written Words
for the 11th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
113	WHILE	183	0.146	98.36	3
114	GOT	180	0.144	100.00	0
115	THINK	180	0.144	97.78	1
116	IT'S	179	0.143	63.69	2
117	MEN	178	0.142	99.44	1
118	WAY	177	0.142	100.00	0
119	INTO	173	0.138	97.69	1
120	WE	170	0.136	100.00	0
121	INTERVIEW	169	0.135	94.67	8
122	GETTING	168	0.134	97.02	3
123	COME	165	0.132	99.39	1
124	FULL-TIME	164	0.131	76.83	3
125	RIGHT	164	0.131	100.00	0
126	DAY	163	0.130	100.00	0
127	LITTLE	162	0.130	100.00	0
128	HOLE	161	0.129	96.27	2
129	MAY	159	0.127	98.74	2
130	WHICH	159	0.127	98.11	1
131	HOW	158	0.126	100.00	0
132	STUDENTS	157	0.126	98.09	3
133	ALSO	156	0.125	100.00	0
134	REALLY	154	0.123	97.40	2
135	YOUNG	154	0.123	98.70	2
136	TOO	152	0.122	63.16	3
137	MIGHT	151	0.121	99.34	1
138	SERVICE	146	0.117	97.95	1
139	CAN'T	143	0.114	91.61	3
140	INSIDE	143	0.114	93.71	5
141	PLACEMENT	143	0.114	100.00	0
142	PLACE	142	0.114	100.00	0
143	FRONT	140	0.112	98.57	2
144	OVER	140	0.112	99.29	1
145	FIRST	137	0.110	99.27	1
146	SOMETHING	136	0.109	94.85	5
147	TALKING	136	0.109	98.53	2
148	SAID	135	0.108	100.00	0
149	YOUR	134	0.107	94.78	3
150	SEEMS	132	0.106	100.00	0
151	WHERE	132	0.106	84.09	3
152	GUY	131	0.105	100.00	0
153	OTHERS	131	0.105	97.71	2
154	THINGS	129	0.103	98.45	2
155	UNEMPLOYMENT	128	0.102	87.50	7
156	WELL	127	0.102	99.21	1
157	ANOTHER	126	0.101	96.03	4
158	LEFT	125	0.100	100.00	0
159	TRYING	124	0.099	93.55	3
160	JOHN	124	8.487	100.00	0
161	HER	120	0.096	100.00	0
162	MR.	119	0.095	78.99	1
163	ANY	118	0.094	100.00	0
164	ROOM	118	0.094	100.00	0
165	BEHIND	117	0.094	96.58	3
166	NEED	117	0.094	99.15	1
167	MYSELF	117	0.094	93.16	2
168	OUTSIDE	115	0.092	93.04	3

Most Frequently Written Words
for the 11th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
169	SMALL	115	0.092	100.00	0
170	LIFE	114	0.091	100.00	0
171	MAYBE	114	0.091	94.74	6
172	CALLED	113	0.090	100.00	0
173	HOLES	113	0.090	93.81	2
174	FEW	112	0.090	100.00	0
175	BOY	109	0.087	100.00	0
176	MAKE	109	0.087	100.00	0
177	MOST	108	0.086	99.07	1
178	WHY	108	0.086	100.00	0
179	INTERVIEWED	107	0.086	92.52	4
180	TELL	107	0.086	100.00	0
181	KIDS	105	0.084	100.00	0
182	TOP	104	0.083	100.00	0
183	TRY	104	0.083	99.04	1
184	KIND	103	0.082	97.09	2
185	TAKE	103	0.082	100.00	0
186	HIGH	102	0.082	100.00	0
187	TALK	102	0.082	100.00	0
188	ROW	101	0.081	98.02	2
189	BOB	101	6.913	100.00	0
190	EVERYONE	100	0.080	93.00	2
191	DIFFERENT	99	0.079	93.94	3
192	PART	99	0.079	100.00	0
193	TURN	99	0.079	98.99	1
194	BUILDING	98	0.078	95.92	4
195	EACH	98	0.078	100.00	0
196	MUCH	98	0.078	100.00	0
197	WAIT	97	0.078	98.97	1
198	COMPUTER	96	0.077	96.88	3
199	FOUND	96	0.077	98.96	1
200	WENT	96	0.077	98.96	1
201	STANDING	94	0.075	97.87	2
202	CALL	92	0.074	100.00	0
203	GIVE	92	0.074	100.00	0
204	BEFORE	90	0.072	98.89	1
205	EMPLOYMENT	90	0.072	95.56	2
206	LONG	90	0.072	98.89	1
207	NEW	90	0.072	100.00	0
208	SHOULD	90	0.072	100.00	0
209	STILL	90	0.072	100.00	0
210	THAN	90	0.072	92.22	2
211	ASLEEP	88	0.070	94.32	2
212	EVEN	88	0.070	98.86	1
213	HE'S	88	0.070	90.91	4
214	NAME	88	0.070	100.00	0
215	BIG	87	0.070	100.00	0
216	APPLICATION	86	0.069	93.02	5
217	HARD	86	0.069	97.67	2
218	THING	86	0.069	98.84	1
219	TRAPPED	86	0.069	87.21	1
220	ASK	85	0.068	98.82	1
221	FULL	85	0.068	100.00	0
222	OFF	85	0.068	96.47	1
223	DARK	84	0.067	100.00	0
224	SAME	84	0.067	97.62	2

Most Frequently Written Words for the 11th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
225	DIDN'T	82	0.066	95.12	2
226	GIRLS	82	0.066	100.00	0
227	SAY	81	0.065	100.00	0
228	NEVER	80	0.064	97.50	1
229	HEAD	79	0.063	100.00	0
230	THOUGHT	79	0.063	93.67	3
231	SIT	78	0.062	98.72	1
232	DID	77	0.062	100.00	0
233	EVERYTHING	77	0.062	88.31	5
234	MONEY	77	0.062	100.00	0
235	SCARED	77	0.062	94.81	3
236	EYE	76	0.061	98.68	1
237	BEST	75	0.060	100.00	0
238	HOME	75	0.060	100.00	0
239	MUST	75	0.060	100.00	0
240	SEEM	75	0.060	98.67	1
241	LEAVE	74	0.059	100.00	0
242	THREE	74	0.059	100.00	0
243	ALWAYS	72	0.058	91.67	3
244	THOUGH	72	0.058	98.61	1
245	DOESN'T	71	0.057	84.51	6
246	TOLD	71	0.057	100.00	0
247	THOSE	71	0.057	100.00	0
248	SIDE	70	0.056	98.57	1
249	AGAIN	69	0.055	100.00	0
250	ALONE	69	0.055	100.00	0
251	PUT	69	0.055	100.00	0
252	OUR	68	0.054	95.59	2
253	TODAY	68	0.054	100.00	0
254	WORKING	68	0.054	100.00	0
255	HAVING	67	0.054	98.51	1
256	LINE	67	0.054	100.00	0
257	ASKED	66	0.053	100.00	0
258	CAME	66	0.053	96.97	1
259	FILL	66	0.053	96.97	1
260	SCENE	66	0.053	93.94	2
261	START	66	0.053	100.00	0
262	COLLEGE	65	0.052	96.92	1
263	BAD	64	0.051	100.00	0
264	BOTH	64	0.051	100.00	0
265	FRIEND	64	0.051	96.88	2
266	LONELY	64	0.051	98.44	1
267	ABLE	63	0.050	100.00	0
268	QUESTIONS	63	0.050	98.41	1
269	SQUARE	63	0.050	98.41	1
270	WON'T	63	0.050	82.54	2
271	CHANCE	62	0.050	98.39	1
272	DOING	62	0.050	96.77	2
273	ENOUGH	62	0.050	95.16	3
274	EXPERIENCE	62	0.050	80.65	8
275	HIDING	62	0.050	88.71	3
276	THEY'RE	62	0.050	53.23	4
277	WANTS	62	0.050	100.00	0
278	AVAILABLE	61	0.049	90.16	6
279	FRIENDS	61	0.049	98.36	1
280	I'LL	60	0.048	91.67	1

Most Frequently Written Words for the 11th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
281	LOOKED	60	0.048	100.00	0
282	LOT	60	0.048	100.00	0
283	AWAY	59	0.047	100.00	0
284	EITHER	59	0.047	94.92	2
285	OWN	59	0.047	98.31	1
286	WITHOUT	59	0.047	94.92	2
287	BOARD	58	0.046	98.28	1
288	BETTER	58	0.046	98.28	1
289	FINALLY	58	0.046	98.28	1
290	INFORMATION	58	0.046	93.10	4
291	FEELING	57	0.046	98.25	1
292	GOES	57	0.046	98.25	1
293	I'VE	56	0.045	89.29	2
294	LATER	56	0.045	98.21	1
295	AGENCY	55	0.044	98.18	1
296	OPENINGS	55	0.044	96.36	1
297	REST	55	0.044	100.00	0
298	WANTED	55	0.044	100.00	0
299	ELSE	54	0.043	100.00	0
300	FINDING	54	0.043	100.00	0
301	NERVOUS	54	0.043	90.74	4
302	ANYTHING	53	0.042	90.57	3
303	WOMEN	53	0.042	94.34	3
304	LET	52	0.042	100.00	0
305	KEEP	52	0.042	100.00	0
306	SUMMER	52	0.042	98.08	1
307	THAT'S	52	0.042	73.08	1
308	UNTIL	52	0.042	88.46	3
309	YEARS	52	0.042	100.00	0
310	APPLYING	51	0.041	92.16	2
311	COMING	51	0.041	96.08	2
312	DOOR	51	0.041	100.00	0
313	INTERESTED	51	0.041	88.24	4
314	WORKER	51	0.041	98.04	1
315	CARE	50	0.040	100.00	0
316	DONE	50	0.040	100.00	0
317	EVERY	50	0.040	98.00	1
318	HOURS	50	0.040	92.00	3
319	OLD	50	0.040	100.00	0
320	OPENING	50	0.040	100.00	0
321	SEVERAL	50	0.040	100.00	0
322	END	49	0.039	100.00	0
323	PLAYING	49	0.039	97.96	1
324	RUN	49	0.039	100.00	0
325	STAY	49	0.039	100.00	0
326	CAR	48	0.038	100.00	0
327	DECIDED	48	0.038	100.00	0
328	LAST	48	0.038	100.00	0
329	MADE	48	0.038	100.00	0
330	NOTHING	48	0.038	97.92	1
331	SURE	48	0.038	100.00	0
332	HAPPY	47	0.038	100.00	0
333	HAPPEN	47	0.038	100.00	0
334	NEEDED	47	0.038	97.87	1
335	RECEIVE	47	0.038	51.06	1
336	YEAR	47	0.038	100.00	0

Most Frequently Written Words for the 11th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
337	HEAR	46	0.037	93.48	2
338	GETS	46	0.037	97.83	1
339	LARGE	46	0.037	100.00	0
340	REAL	46	0.037	100.00	0
341	STRANGE	46	0.037	97.83	1
342	THERE'S	46	0.037	63.04	5
343	CLOSED	45	0.036	97.78	1
344	DOES	45	0.036	97.78	1
345	HOUSE	45	0.036	100.00	0
346	NICE	45	0.036	100.00	0
347	SAW	45	0.036	95.56	2
348	WATCHING	45	0.036	97.78	1
349	WOULDN'T	45	0.036	91.11	4
350	WINDOWS	45	0.036	100.00	0
351	ALREADY	44	0.035	95.45	1
352	FUTURE	44	0.035	95.45	2
353	COMPANY	43	0.034	100.00	0
354	DAYS	43	0.034	100.00	0
355	FAMILY	43	0.034	100.00	0
356	GIRL	43	0.034	100.00	0
357	ONCE	43	0.034	100.00	0
358	SINCE	43	0.034	95.35	2
359	SOON	43	0.034	97.67	1
360	WALKED	43	0.034	97.67	1
361	A LOT	42	0.034	7.14	2
362	FREE	42	0.034	100.00	0
363	FACE	42	0.034	100.00	0
364	OPEN	42	0.034	100.00	0
365	NUMBER	42	0.034	95.24	2
366	SAT	42	0.034	100.00	0
367	TEENAGERS	42	0.034	97.62	1
368	US	42	0.034	97.62	1
369	WEEK	42	0.034	100.00	0
370	AFRAID	41	0.033	92.68	3
371	CHAIR	41	0.033	100.00	0
372	TAKING	41	0.033	95.12	2
373	BLACK	40	0.032	100.00	0
374	EVER	40	0.032	95.00	1
375	HAND	40	0.032	100.00	0
376	HOPE	40	0.032	100.00	0
377	PAY	40	0.032	97.50	1
378	SQUARES	40	0.032	95.00	2
379	STARTED	40	0.032	100.00	0
380	ESCAPE	39	0.031	100.00	0
381	LIVE	39	0.031	100.00	0
382	SAYS	39	0.031	94.87	1
383	THEMSELVES	39	0.031	87.18	5
384	DESKS	38	0.030	94.74	1
385	GROUP	38	0.030	100.00	0
386	QUALIFIED	38	0.030	100.00	0
387	SIX	38	0.030	100.00	0
388	UNEMPLOYED	38	0.030	97.37	1
389	YOU'RE	38	0.030	34.21	3
390	JOE	38	2.601	100.00	0
391	POLICE	37	0.030	97.30	1
392	TYPE	37	0.030	97.30	1

Most Frequently Written Words
for the 11th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
393	WALK	37	0.030	100.00	0
394	SEEMED	36	0.029	100.00	0
395	STORY	36	0.029	91.67	1
396	TIRED	36	0.029	91.67	3
397	ALMOST	35	0.028	97.14	1
398	ANYONE	35	0.028	97.14	1
399	CHILDREN	35	0.028	100.00	0
400	HIMSELF	35	0.028	88.57	3
401	HOUR	35	0.028	100.00	0
402	MIND	35	0.028	94.29	1
403	MAKES	35	0.028	100.00	0
404	SECOND	35	0.028	94.29	2
405	SLEEPING	35	0.028	97.14	1
406	THINKING	35	0.028	97.14	1
407	WALL	35	0.028	97.14	1
408	WHOLE	35	0.028	94.29	2
409	TOM	35	2.396	100.00	0
410	BOTTOM	34	0.027	100.00	0
411	BULLETIN	34	0.027	55.88	7
412	CIRCLE	34	0.027	97.06	1
413	EYES	34	0.027	97.06	1
414	GREAT	34	0.027	100.00	0
415	HALF	34	0.027	100.00	0
416	READY	34	0.027	97.06	1
417	PROBLEM	34	0.027	97.06	1
418	SHOW	34	0.027	97.06	1
419	SKILLS	34	0.027	100.00	0
420	SUPPORT	34	0.027	100.00	0
421	CHAIRS	33	0.026	100.00	0
422	COULDN'T	33	0.026	93.94	1
423	IMPORTANT	33	0.026	96.97	1
424	LIKELY	33	0.026	93.94	1
425	LOVE	33	0.026	100.00	0
426	PLACES	33	0.026	100.00	0
427	SHOWS	33	0.026	100.00	0
428	STUDENT	33	0.026	100.00	0
429	SOMETIMES	33	0.026	93.94	1
430	SORT	33	0.026	100.00	0
431	TURNED	33	0.026	96.97	1
432	WORKERS	33	0.026	100.00	0
433	APPLY	32	0.026	96.88	1
434	BOYS	32	0.026	96.88	1
435	COMES	32	0.026	96.88	1
436	CUT	32	0.026	100.00	0
437	GUESS	32	0.026	100.00	0
438	ONES	32	0.026	75.00	1
439	NEEDS	32	0.026	100.00	0
440	SET	32	0.026	100.00	0
441	MIKE	32	2.190	100.00	0
442	AIR	31	0.025	100.00	0
443	BEGAN	31	0.025	93.55	2
444	CERTAIN	31	0.025	90.32	1
445	CENTER	31	0.025	100.00	0
446	FIELD	31	0.025	90.32	1
447	GUYS	31	0.025	100.00	0
448	MOVE	31	0.025	100.00	0

Most Frequently Written Words for the 11th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
449	PATIENTLY	31	0.025	90.32	3
450	RUNNING	31	0.025	90.32	3
451	SUCH	31	0.025	100.00	0
452	TOOK	31	0.025	100.00	0
453	YET	31	0.025	100.00	0
454	WONDERING	31	0.025	96.77	1
455	APPLICATIONS	30	0.024	96.67	1
456	NIGHT	30	0.024	100.00	0
457	QUITE	30	0.024	93.33	1
458	PRISON	30	0.024	96.67	1
459	STORE	30	0.024	100.00	0
460	WATCH	30	0.024	100.00	0
461	WALKING	30	0.024	90.00	1
462	WINDOW	30	0.024	96.67	1
463	WISH	30	0.024	100.00	0
464	AREA	29	0.023	100.00	0
465	FOOD	29	0.023	100.00	0
466	FILLED	29	0.023	100.00	0
467	FUN	29	0.023	100.00	0
468	ISN'T	29	0.023	100.00	0
469	LIGHT	29	0.023	100.00	0
470	MINUTES	29	0.023	100.00	0
471	MORNING	29	0.023	96.55	1
472	REASON	29	0.023	100.00	0
473	SEAT	29	0.023	100.00	0
474	TIMES	29	0.023	100.00	0
475	WALLS	29	0.023	100.00	0
476	WHAT'S	29	0.023	72.41	2
477	ALONG	28	0.022	89.29	3
478	BECOME	28	0.022	100.00	0
479	COLD	28	0.022	100.00	0
480	EVERYBODY	28	0.022	85.71	1
481	EDUCATION	28	0.022	100.00	0
482	EIGHT	28	0.022	100.00	0
483	DURING	28	0.022	96.43	1
484	HAPPENING	28	0.022	89.29	3
485	HIRED	28	0.022	92.86	2
486	HELPING	28	0.022	100.00	0
487	LADIES	28	0.022	82.14	2
488	KNEW	28	0.022	96.43	1
489	LIVES	28	0.022	85.71	1
490	SAYING	28	0.022	100.00	0
491	WONDER	28	0.022	96.43	1
492	ATTITUDE	27	0.022	81.48	5
493	BODY	27	0.022	100.00	0
494	BEGIN	27	0.022	100.00	0
495	CANNOT	27	0.022	59.26	2
496	FELT	27	0.022	100.00	0
497	FAR	27	0.022	100.00	0
498	FIVE	27	0.022	100.00	0
499	HAT	27	0.022	100.00	0
500	ITS	27	0.022	88.89	1
501	MAD	27	0.022	96.30	1
502	PARENTS	27	0.022	92.59	2
503	PROGRAM	27	0.022	100.00	0
504	SETTING	27	0.022	100.00	0

Most Frequently Written Words for the 11th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
505	TELLS	27	0.022	96.30	1
506	WAITED	27	0.022	100.00	0
507	WHITE	27	0.022	100.00	0
	Totals	106684.00	107.68	48983.37	682.00
	Averages	210.42	0.21	96.61	1.35

Most Frequently Written Words for the 12th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
1	THE	9309	5.210	99.86	5
2	TO	6128	3.430	99.89	3
3	AND	4757	2.662	99.58	5
4	A	4557	2.551	100.00	0
5	OF	3602	2.016	99.89	3
6	IS	3260	1.825	99.88	2
7	IN	3157	1.767	99.75	5
8	I	2747	1.537	100.00	0
9	THEY	2368	1.325	98.56	3
10	ARE	2366	1.324	99.75	4
11	THAT	2312	1.294	99.96	1
12	FOR	2085	1.167	99.62	4
13	PEOPLE	2047	1.146	98.73	15
14	IT	1881	1.053	99.79	4
15	BE	1845	1.033	99.89	2
16	YOU	1582	0.885	99.43	3
17	HAVE	1429	0.800	99.86	2
18	JOB	1344	0.752	99.70	3
19	JOB	1344	0.752	99.70	3
20	ON	1278	0.715	99.61	1
21	HE	1177	0.659	99.83	2
22	OR	1173	0.657	99.91	1
23	NOT	1125	0.630	99.91	1
24	THERE	1101	0.616	94.82	10
25	THIS	1043	0.584	99.81	2
26	WITH	1043	0.584	99.52	3
27	IF	971	0.543	99.79	2
28	ONE	952	0.533	99.47	1
29	AT	937	0.524	99.25	2
30	WILL	902	0.505	99.78	1
31	AS	896	0.501	99.55	1
32	THEIR	878	0.491	88.50	10
33	MY	856	0.479	100.00	0
34	BUT	841	0.471	100.00	0
35	ALL	835	0.467	99.76	1
36	WOULD	818	0.458	99.63	3
37	CAN	779	0.436	99.87	1
38	BECAUSE	776	0.434	96.91	11
39	LIKE	769	0.430	100.00	0
40	LIKE	769	0.430	100.00	0
41	GET	745	0.417	99.87	1
42	DO	744	0.416	99.60	2
43	SOME	692	0.387	98.84	4
44	WAS	682	0.382	99.71	2
45	ABOUT	678	0.379	99.71	2
46	WHAT	668	0.374	99.55	1
47	GOOD	655	0.367	99.54	3
48	MANY	647	0.362	98.61	5
49	THEM	638	0.357	99.06	4
50	SHOULD	592	0.331	98.82	5
51	WHEN	588	0.329	99.49	3
52	SO	578	0.324	99.83	1
53	FROM	560	0.313	99.64	2
54	WHO	549	0.307	99.82	1
55	OUT	546	0.306	99.63	2
56	WE	544	0.304	100.00	0

Most Frequently Written Words
for the 12th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
57	UP	527	0.295	100.00	0
58	JUST	521	0.292	100.00	0
59	JUST	521	0.292	100.00	0
60	OTHER	516	0.289	99.61	2
61	HAS	504	0.282	99.60	2
62	AN	500	0.280	99.40	2
63	HIS	491	0.275	100.00	0
64	MORE	489	0.274	99.59	2
65	PERSON	487	0.273	99.38	3
66	SCHOOL	477	0.267	99.37	2
67	TIME	474	0.265	99.58	1
68	GO	472	0.264	100.00	0
69	ALSO	464	0.260	99.14	3
70	DON'T	458	0.256	90.39	1
71	JOBS	456	0.255	99.56	2
72	JOBS	456	0.255	99.56	2
73	VERY	453	0.254	100.00	0
74	ME	444	0.249	99.77	1
75	THESE	441	0.247	99.09	4
76	THINK	412	0.231	98.79	4
77	BY	411	0.230	100.00	0
78	MAN	410	0.229	99.02	3
79	TELEVISION	376	0.210	98.14	7
80	TWO	376	0.210	98.67	2
81	HAD	369	0.207	100.00	0
82	WANT	368	0.206	97.83	3
83	FEEL	362	0.203	98.07	3
84	WORK	361	0.202	100.00	0
85	YOUR	349	0.195	98.28	3
86	SPORTS	341	0.191	99.12	2
87	LIFE	330	0.185	100.00	0
88	LIFE	330	0.185	100.00	0
89	SEE	327	0.183	99.39	2
90	AGE	326	0.182	100.00	0
91	TOO	325	0.182	67.08	3
92	MUCH	321	0.180	99.69	1
93	THEN	318	0.178	98.11	2
94	HIM	311	0.174	99.36	2
95	PLACE	308	0.172	100.00	0
96	COULD	307	0.172	99.67	1
97	LIVE	304	0.170	100.00	0
98	LIVE	304	0.170	100.00	0
99	WAY	304	0.170	100.00	0
100	LOOK	303	0.170	100.00	0
101	LOOK	303	0.170	100.00	0
102	MOST	301	0.168	99.34	2
103	NO	301	0.168	99.34	1
104	OUR	300	0.168	97.33	3
105	WERE	299	0.167	99.33	2
106	FIND	294	0.165	99.32	2
107	KNOW	291	0.163	98.63	4
108	KNOW	291	0.163	98.63	4
109	GOING	289	0.162	99.31	2
110	MAY	289	0.162	99.65	1
111	ANOTHER	278	0.156	98.56	3
112	HOW	275	0.154	100.00	0

Most Frequently Written Words
for the 12th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
113	MAKE	271	0.152	99.63	1
114	LOOKING	264	0.148	99.24	2
115	LOOKING	264	0.148	99.24	2
116	NOW	259	0.145	98.07	1
117	CITY	257	0.144	99.61	1
118	ONLY	255	0.143	99.22	1
119	DOWN	254	0.142	99.61	1
120	RIGHT	250	0.140	99.20	2
121	BEEN	249	0.139	99.60	1
122	THINGS	249	0.139	98.80	2
123	IT'S	248	0.139	58.47	4
124	YOUNG	243	0.136	99.59	1
125	WHICH	237	0.133	97.47	2
126	BEING	233	0.130	99.14	2
127	DRINKING	233	0.130	99.57	1
128	SHE	233	0.130	100.00	0
129	THAN	233	0.130	86.70	3
130	REALLY	229	0.128	97.38	3
131	WHERE	227	0.127	88.11	4
132	SOMETHING	226	0.126	95.13	6
133	AROUND	211	0.118	98.58	3
134	TAKE	211	0.118	100.00	0
135	DAY	210	0.118	100.00	0
136	HELP	210	0.118	99.52	1
137	PROBABLY	210	0.118	78.10	17
138	EVEN	208	0.116	99.52	1
139	INTO	207	0.116	98.07	1
140	EVERYONE	201	0.112	95.52	3
141	LOOKS	201	0.112	99.50	1
142	LOOKS	201	0.112	99.50	1
143	NEW	200	0.112	99.50	1
144	DIFFERENT	194	0.109	92.27	7
145	WAITING	194	0.109	96.39	4
146	MONEY	192	0.107	98.96	2
147	ANY	191	0.107	99.48	1
148	NEXT	186	0.104	99.46	1
149	SERVICE	186	0.104	99.46	1
150	ALWAYS	185	0.104	96.22	2
151	FRIENDS	185	0.104	98.38	2
152	THING	185	0.104	100.00	0
153	BACK	184	0.103	100.00	0
154	PICTURE	183	0.102	98.91	2
155	BETTER	181	0.101	100.00	0
156	WELL	181	0.101	100.00	0
157	HIGH	179	0.100	100.00	0
158	PLACEMENT	179	0.100	99.44	1
159	STUDENTS	179	0.100	98.88	1
160	BAD	178	0.100	100.00	0
161	OVER	177	0.099	99.44	1
162	COMMUNITY	176	0.099	95.45	5
163	SITTING	174	0.097	97.70	4
164	AFTER	172	0.096	100.00	0
165	EACH	171	0.096	100.00	0
166	IMPORTANT	171	0.096	98.25	3
167	NEED	168	0.094	99.40	1
168	WHY	168	0.094	100.00	0

Most Frequently Written Words
for the 12th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
169	BEST	166	0.093	100.00	0
170	OLDER	166	0.093	100.00	0
171	CHILDREN	165	0.092	99.39	1
172	FIRST	165	0.092	98.79	2
173	OFFICE	165	0.092	99.39	1
174	THOSE	160	0.090	98.75	2
175	MIGHT	158	0.088	99.37	1
176	GETTING	157	0.088	98.73	2
177	EXERCISE	155	0.087	85.16	7
178	KIDS	155	0.087	100.00	0
179	KIDS	155	0.087	100.00	0
180	SOMEONE	155	0.087	92.26	6
181	COME	154	0.086	100.00	0
182	HER	154	0.086	100.00	0
183	YEARS	154	0.086	99.35	1
184	HEALTH	152	0.085	97.37	1
185	DESK	151	0.085	100.00	0
186	PRESSURE	151	0.085	98.68	2
187	AM	150	0.084	100.00	0
188	SAME	150	0.084	100.00	0
189	SHOWS	150	0.084	100.00	0
190	US	150	0.084	98.67	1
191	WORLD	150	0.084	100.00	0
192	YEAR	150	0.084	99.33	1
193	SUCH	148	0.083	100.00	0
194	ADVERTISING	147	0.082	93.88	7
195	MEN	147	0.082	100.00	0
196	ABLE	146	0.082	100.00	0
197	AREA	146	0.082	99.32	1
198	I'M	146	0.082	89.73	2
199	HOME	145	0.081	99.31	1
200	REASON	143	0.080	97.90	3
201	SAY	143	0.080	100.00	0
202	LONG	141	0.079	99.29	1
203	LONG	141	0.079	99.29	1
204	WHILE	141	0.079	99.29	1
205	A LOT	140	0.078	41.43	1
206	ENOUGH	139	0.078	99.28	1
207	OLD	139	0.078	99.28	1
208	OTHERS	138	0.077	97.83	1
209	COUNTRY	137	0.077	98.54	2
210	LITTLE	137	0.077	100.00	0
211	LITTLE	137	0.077	100.00	0
212	WATCH	136	0.076	97.79	3
213	BELIEVE	135	0.076	87.41	3
214	COLLEGE	135	0.076	97.04	3
215	GOT	135	0.076	100.00	0
216	NEVER	135	0.076	100.00	0
217	FRONT	131	0.073	96.95	4
218	SEEMS	131	0.073	98.47	2
219	KEEP	128	0.072	99.22	1
220	KEEP	128	0.072	99.22	1
221	EVERY	127	0.071	99.21	1
222	INTERVIEW	127	0.071	92.13	7
223	FAMILY	126	0.071	98.41	2
224	LIVING	126	0.071	100.00	0

Most Frequently Written Words for the 12th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
225	LIVING	126	0.071	100.00	0
226	WORKING	126	0.071	100.00	0
227	BEFORE	125	0.070	99.20	1
228	TOWN	124	0.069	100.00	0
229	HERE	123	0.069	96.75	1
230	SOCIETY	123	0.069	99.19	1
231	CAN'T	122	0.068	88.52	3
232	EXAMPLE	122	0.068	99.18	1
233	BEHIND	121	0.068	99.17	1
234	DOES	121	0.068	98.35	2
235	OWN	121	0.068	99.17	1
236	AWAY	120	0.067	99.17	1
237	MOVE	120	0.067	100.00	0
238	MILITARY	119	0.067	97.48	2
239	MUST	119	0.067	100.00	0
240	OFF	119	0.067	91.60	1
241	PUBLIC	118	0.066	100.00	0
242	BOTH	117	0.065	100.00	0
243	STYLE	117	0.065	99.15	1
244	DOESN'T	116	0.065	88.79	8
245	STAY	116	0.065	100.00	0
246	ENJOY	115	0.064	98.26	2
247	TURN	115	0.064	98.26	2
248	BOY	114	0.064	100.00	0
249	PART	113	0.063	100.00	0
250	TRY	113	0.063	99.12	1
251	PROGRAMS	112	0.063	99.11	1
252	FEW	111	0.062	100.00	0
253	TODAY	111	0.062	100.00	0
254	HAVING	110	0.062	99.09	1
255	PUT	110	0.062	99.09	1
256	DID	109	0.061	100.00	0
257	HOUSE	109	0.061	100.00	0
258	BIG	107	0.060	100.00	0
259	DOING	107	0.060	100.00	0
260	DRESS	107	0.060	100.00	0
261	GREAT	107	0.060	99.07	1
262	PART-TIME	107	0.060	60.75	3
263	PROBLEM	107	0.060	98.13	2
264	PROBLEMS	107	0.060	95.33	4
265	GIVE	106	0.059	100.00	0
266	CLOTHES	105	0.059	94.29	3
267	MAYBE	105	0.059	91.43	4
268	GIRLS	104	0.058	96.15	2
269	LEFT	104	0.058	100.00	0
270	LEFT	104	0.058	100.00	0
271	EXPERIENCE	103	0.058	89.32	8
272	DIDN'T	102	0.057	93.14	2
273	HARD	102	0.057	100.00	0
274	TIMES	102	0.057	99.02	1
275	NICE	101	0.057	100.00	0
276	THEMSELVES	101	0.057	83.17	8
277	WENT	101	0.057	100.00	0
278	LIVES	100	0.056	98.00	1
279	LIVES	100	0.056	98.00	1
280	SHOW	100	0.056	100.00	0

Most Frequently Written Words for the 12th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
281	STILL	100	0.056	100.00	0
282	DRINK	99	0.055	100.00	0
283	THROUGH	98	0.055	92.86	5
284	USE	98	0.055	100.00	0
285	CHANCE	97	0.054	95.88	1
286	NEIGHBORHOOD	95	0.053	97.89	1
287	DONE	94	0.053	98.94	1
288	GUY	94	0.053	100.00	0
289	TRYING	94	0.053	94.68	3
290	HAPPY	93	0.052	98.92	1
291	BODY	92	0.051	100.00	0
292	DIET	92	0.051	100.00	0
293	SEEM	92	0.051	97.83	2
294	WITHOUT	92	0.051	88.04	1
295	FULL-TIME	91	0.051	69.23	6
296	KIND	91	0.051	98.90	1
297	KIND	91	0.051	98.90	1
298	PAY	90	0.050	100.00	0
299	TALKING	90	0.050	100.00	0
300	CERTAIN	88	0.049	93.18	3
301	LAST	88	0.049	100.00	0
302	MADE	88	0.049	98.86	1
303	LAST	88	0.049	100.00	0
304	PARENTS	88	0.049	96.59	2
305	SOCIAL	88	0.049	100.00	0
306	LATEST	87	0.049	100.00	0
307	LATEST	87	0.049	100.00	0
308	TEENAGERS	87	0.049	94.25	4
309	THREE	87	0.049	100.00	0
310	WEAR	87	0.049	93.10	4
311	CALLED	86	0.048	100.00	0
312	INTERVIEWED	86	0.048	89.53	4
313	LINE	86	0.048	100.00	0
314	LINE	86	0.048	100.00	0
315	FOOD	85	0.048	100.00	0
316	PRESSURES	84	0.047	97.62	2
317	SAID	84	0.047	98.81	1
318	JOE	84	6.829	100.00	0
319	LEAST	83	0.046	98.80	1
320	LEAST	83	0.046	98.80	1
321	POLICE	83	0.046	98.80	1
322	TYPE	83	0.046	100.00	0
323	CALL	82	0.046	100.00	0
324	LEARN	82	0.046	100.00	0
325	LEARN	82	0.046	100.00	0
326	TALK	82	0.046	100.00	0
327	HOWEVER	81	0.045	98.77	1
328	ANYTHING	80	0.045	95.00	2
329	ITS	80	0.045	82.50	1
330	STREET	80	0.045	100.00	0
331	BECOME	79	0.044	100.00	0
332	COMPANY	79	0.044	98.73	1
333	OFTEN	79	0.044	98.73	1
334	TELL	79	0.044	100.00	0
335	WHETHER	79	0.044	83.54	3
336	ATTENTION	78	0.044	97.44	2

Most Frequently Written Words
for the 12th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
337	ELSE	78	0.044	97.44	2
338	STYLES	78	0.044	100.00	0
339	TOLD	78	0.044	100.00	0
340	WAIT	78	0.044	97.44	2
341	EDUCATION	77	0.043	100.00	0
342	RADIO	77	0.043	100.00	0
343	CARE	76	0.043	100.00	0
344	ROOM	76	0.043	100.00	0
345	CAR	75	0.042	100.00	0
346	EMPLOYMENT	75	0.042	97.33	2
347	SINCE	75	0.042	98.67	1
348	STATE	75	0.042	100.00	0
349	AGAIN	74	0.041	100.00	0
350	THAT'S	74	0.041	60.81	1
351	YOUNGER	73	0.041	100.00	0
352	RURAL	72	0.040	100.00	0
353	SURE	72	0.040	100.00	0
354	USED	72	0.040	100.00	0
355	WATCHING	72	0.040	95.83	2
356	THOUGH	71	0.040	100.00	0
357	AGAINST	70	0.039	97.14	1
358	BUY	70	0.039	95.71	1
359	SUMMER	70	0.039	100.00	0
360	START	70	0.039	100.00	0
361	T.V.	70	0.039	100.00	0
362	THEY'RE	70	0.039	38.57	6
363	WANTS	70	0.039	94.29	2
364	IDEA	69	0.039	97.10	2
365	INSTEAD	69	0.039	100.00	0
366	REAL	69	0.039	98.55	1
367	WON'T	69	0.039	86.96	2
368	HAND	68	0.038	100.00	0
369	MAKING	68	0.038	98.53	1
370	MAKES	68	0.038	98.53	1
371	LEAVE	68	0.038	98.53	1
372	LEAVE	68	0.038	98.53	1
373	SOMETIMES	68	0.038	92.65	2
374	SMALL	68	0.038	100.00	0
375	CENTER	67	0.037	100.00	0
376	INTERESTED	67	0.037	92.54	3
377	NAME	67	0.037	100.00	0
378	WHOLE	67	0.037	98.51	1
379	ALCOHOL	66	0.037	92.42	3
380	OPINION	66	0.037	93.94	4
381	RATHER	66	0.037	100.00	0
382	END	65	0.036	100.00	0
383	NOTHING	65	0.036	98.46	1
384	ROW	65	0.036	98.46	1
385	ALTHOUGH	64	0.036	96.88	2
386	DRIVING	64	0.036	100.00	0
387	FULL	64	0.036	100.00	0
388	ASLEEP	63	0.035	92.06	1
389	COMPUTER	63	0.035	100.00	0
390	EVER	63	0.035	98.41	1
391	EVERYTHING	63	0.035	87.30	4
392	GETS	63	0.035	100.00	0

Most Frequently Written Words for the 12th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
393	GROUP	63	0.035	98.41	1
394	HOURS	63	0.035	100.00	0
395	MOVING	63	0.035	100.00	0
396	YOU'RE	63	0.035	36.51	3
397	ALMOST	62	0.035	98.39	1
398	CHANGE	62	0.035	98.39	1
399	EAT	62	0.035	100.00	0
400	LET	62	0.035	100.00	0
401	LET	62	0.035	100.00	0
402	COMES	61	0.034	98.36	1
403	HEALTHY	61	0.034	100.00	0
404	SECOND	61	0.034	98.36	1
405	AGREE	60	0.034	100.00	0
406	BOYS	60	0.034	96.67	1
407	BASEBALL	60	0.034	93.33	2
408	COMMERCIALS	60	0.034	73.33	8
409	CHOICE	60	0.034	95.00	2
410	GOES	60	0.034	98.33	1
411	MYSELF	60	0.034	93.33	1
412	NEIGHBORS	60	0.034	91.67	4
413	SET	60	0.034	100.00	0
414	STANDING	60	0.034	98.33	1
415	TAKING	60	0.034	98.33	1
416	WOULDN'T	60	0.034	91.67	3
417	EDUCATIONAL	59	0.033	96.61	2
418	USUALLY	59	0.033	98.31	1
419	DURING	58	0.032	94.83	3
420	HEAR	58	0.032	91.38	1
421	NEWS	58	0.032	100.00	0
422	VIOLENCE	58	0.032	98.28	1
423	WANTED	58	0.032	100.00	0
424	ISN'T	57	0.032	89.47	3
425	LOT	57	0.032	100.00	0
426	LOT	57	0.032	100.00	0
427	WOMEN	57	0.032	98.25	1
428	ADULTS	56	0.031	98.21	1
429	ASKED	56	0.031	100.00	0
430	BUSINESS	56	0.031	82.14	5
431	FRIEND	56	0.031	92.86	2
432	PRODUCT	56	0.031	96.43	2
433	CITIZENS	55	0.031	100.00	0
434	EITHER	55	0.031	92.73	3
435	FACT	55	0.031	100.00	0
436	FINALLY	55	0.031	98.18	1
437	LIVED	55	0.031	100.00	0
438	LIVED	55	0.031	100.00	0
439	SUBURBS	55	0.031	89.09	4
440	TAKEN	55	0.031	94.55	3
441	FUN	54	0.030	100.00	0
442	INFORMATION	54	0.030	88.89	5
443	MIND	54	0.030	98.15	1
444	NEEDS	54	0.030	94.44	3
445	SIT	54	0.030	98.15	1
446	STATES	54	0.030	98.15	1
447	HAPPEN	53	0.030	100.00	0
448	ONCE	53	0.030	100.00	0

Most Frequently Written Words for the 12th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
449	RETIRE	53	0.030	100.00	0
450	RUN	53	0.030	98.11	1
451	WRONG	53	0.030	100.00	0
452	HE'S	52	0.029	92.31	2
453	ONES	52	0.029	94.23	1
454	REALIZE	52	0.029	92.31	2
455	AVAILABLE	51	0.029	90.20	4
456	DISAGREE	51	0.029	94.12	2
457	GIVES	51	0.029	100.00	0
458	NIGHT	51	0.029	98.04	1
459	PREFER	51	0.029	96.08	2
460	REASONS	51	0.029	96.08	2
461	THEREFORE	51	0.029	96.08	2
462	TRUE	51	0.029	100.00	0
463	UNTIL	51	0.029	88.24	3
464	ALONG	50	0.028	100.00	0
465	ANYONE	50	0.028	92.00	2
466	FOUND	50	0.028	98.00	1
467	GIVEN	50	0.028	100.00	0
468	SLEEPING	50	0.028	100.00	0
469	WORRY	50	0.028	100.00	0
470	BOB	50	4.065	100.00	0
471	GAME	49	0.027	100.00	0
472	FUTURE	49	0.027	97.96	1
473	HOPE	49	0.027	100.00	0
474	LOCAL	49	0.027	100.00	0
475	LEGAL	49	0.027	93.88	3
476	LEGAL	49	0.027	93.88	3
477	LOCAL	49	0.027	100.00	0
478	QUIET	49	0.027	77.55	2
479	REST	49	0.027	100.00	0
480	SERIOUSLY	49	0.027	97.96	1
481	STOP	49	0.027	100.00	0
482	THOUGHT	49	0.027	100.00	0
483	WAYS	49	0.027	97.96	1
484	YET	49	0.027	100.00	0
485	CAUSE	48	0.027	100.00	0
486	DAYS	48	0.027	100.00	0
487	INDIVIDUAL	48	0.027	100.00	0
488	OUTSIDE	48	0.027	81.25	2
489	SCHOOLS	48	0.027	89.58	1
490	SIDE	48	0.027	100.00	0
491	STARTED	48	0.027	100.00	0
492	TEAM	48	0.027	100.00	0
493	THROUGHOUT	48	0.027	91.67	4
494	ANNOYING	47	0.026	89.36	4
495	BOARD	47	0.026	100.00	0
496	CONCERN	47	0.026	97.87	1
497	CLOSE	47	0.026	97.87	1
498	FINDING	47	0.026	100.00	0
499	HEAD	47	0.026	100.00	0
500	HOUR	47	0.026	97.87	1
501	LATER	47	0.026	95.74	1
502	LATER	47	0.026	95.74	1
503	PLAY	47	0.026	100.00	0
504	STUDENT	47	0.026	100.00	0

Most Frequently Written Words for the 12th Grade Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
505	UNEMPLOYMENT	47	0.026	95.74	2
	Totals	150314.00	94.95	49127.67	744.00
	Averages	297.65	0.19	97.28	1.47

Most Frequently Written Words
for the GED Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
1	THE	19019	4.446	99.89	9
2	TO	14481	3.385	99.61	6
3	AND	13061	3.053	99.33	14
4	OF	9433	2.205	99.86	4
5	A	8987	2.101	99.89	4
6	IS	8262	1.931	99.92	6
7	IN	8107	1.895	99.81	8
8	I	7320	1.711	99.95	4
9	YOU	6598	1.542	99.64	6
10	THAT	5700	1.332	99.65	12
11	IT	5440	1.272	99.28	7
12	TELEVISION	5274	1.233	94.29	67
13	ARE	5172	1.209	99.28	9
14	FOR	5166	1.208	99.73	8
15	GOOD	4262	0.996	99.79	4
16	ON	4093	0.957	99.56	8
17	HAVE	4038	0.944	99.43	13
18	BE	3787	0.885	100.00	0
19	THEY	3785	0.885	96.94	11
20	PEOPLE	3776	0.883	97.43	23
21	CAN	3447	0.806	99.80	5
22	OR	3290	0.769	98.72	7
23	THERE	2917	0.682	91.19	22
24	AS	2602	0.608	99.39	8
25	ABOUT	2545	0.595	98.94	15
26	NOT	2434	0.569	99.67	6
27	WOULD	2341	0.547	99.10	11
28	WITH	2275	0.532	99.52	8
29	ALL	2254	0.527	99.91	2
30	ALSO	2216	0.518	98.60	9
31	WHAT	2211	0.517	99.32	8
32	WE	2162	0.505	99.95	1
33	IF	2157	0.504	99.58	5
34	LIKE	2140	0.500	99.53	6
35	SOME	1921	0.449	99.22	7
36	YOUR	1846	0.432	97.24	8
37	DO	1789	0.418	99.61	4
38	BECAUSE	1723	0.403	93.85	22
39	MY	1694	0.396	99.76	3
40	THEIR	1689	0.395	71.76	23
41	BUT	1685	0.394	100.00	0
42	SHOWS	1684	0.394	95.43	9
43	CITY	1661	0.388	99.52	6
44	SO	1643	0.384	100.00	0
45	MANY	1642	0.384	98.78	14
46	THIS	1629	0.381	99.82	2
47	CHILDREN	1592	0.372	95.60	21
48	SHOULD	1561	0.365	98.01	15
49	WATCH	1547	0.362	95.73	22
50	ONE	1516	0.354	98.94	6
51	MORE	1510	0.353	99.47	5
52	THINK	1504	0.352	97.74	6
53	OUR	1496	0.350	96.32	7
54	AT	1495	0.349	99.40	3
55	THEM	1430	0.334	97.27	4
56	LIVE	1422	0.332	99.02	9

Most Frequently Written Words for the GED Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
57	PROGRAMS	1411	0.330	93.20	19
58	FROM	1395	0.326	97.99	8
59	GET	1388	0.324	99.64	5
60	THINGS	1365	0.319	96.70	7
61	HAS	1359	0.318	99.12	6
62	WILL	1347	0.315	98.89	4
63	VERY	1337	0.313	98.50	8
64	HOW	1296	0.303	99.54	3
65	LIFE	1258	0.294	99.28	3
66	US	1217	0.284	99.18	5
67	WHEN	1210	0.283	98.35	8
68	HEALTH	1183	0.277	95.86	10
69	A LOT	1174	0.274	26.06	6
70	DON'T	1165	0.272	87.98	9
71	WORLD	1134	0.265	98.06	7
72	JUST	1103	0.258	99.09	7
73	OUT	1091	0.255	100.00	0
74	NEWS	1083	0.253	94.37	9
75	OTHER	1060	0.248	98.58	9
76	KNOW	1006	0.235	96.02	4
77	EXERCISE	989	0.231	80.18	40
78	TIME	988	0.231	98.48	3
79	MILITARY	975	0.228	95.79	15
80	MUCH	965	0.226	98.34	9
81	FEEL	954	0.223	96.86	4
82	UP	949	0.222	99.89	1
83	SEE	947	0.221	99.79	2
84	LEARN	940	0.220	97.02	14
85	HELP	934	0.218	99.46	3
86	GO	932	0.218	99.68	2
87	WHO	927	0.217	99.24	5
88	BY	911	0.213	99.12	5
89	TOO	908	0.212	47.69	2
90	ME	898	0.210	100.00	0
91	THESE	874	0.204	97.14	10
92	SUCH	870	0.203	98.51	8
93	SHOW	869	0.203	99.77	1
94	AN	865	0.202	97.80	2
95	SUBURBS	855	0.200	94.15	14
96	COUNTRY	837	0.196	82.80	13
97	WANT	828	0.194	92.15	13
98	GOING	822	0.192	98.66	8
99	MOST	821	0.192	98.54	7
100	BAD	808	0.189	99.50	3
101	WAY	800	0.187	99.75	2
102	EDUCATIONAL	755	0.176	94.30	27
103	IT'S	755	0.176	62.78	7
104	PUBLIC	754	0.176	96.95	13
105	T.V.	742	0.173	99.87	1
106	FAMILY	739	0.173	94.59	15
107	SERVICE	739	0.173	94.59	20
108	VIOLENCE	723	0.169	93.22	31
109	MAKE	717	0.168	98.74	7
110	COULD	714	0.167	99.72	2
111	BETTER	681	0.159	98.24	5
112	DAY	671	0.157	99.70	2

Most Frequently Written Words for the GED Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
113	DIFFERENT	668	0.156	85.48	25
114	THAN	666	0.156	80.93	5
115	AROUND	652	0.152	98.01	10
116	WAS	649	0.152	99.85	1
117	WATCHING	646	0.151	95.67	14
118	WHICH	637	0.149	93.09	7
119	EVEN	620	0.145	98.87	5
120	DIET	618	0.144	98.87	6
121	THING	614	0.144	98.05	4
122	IMPORTANT	612	0.143	92.32	23
123	SOMETHING	605	0.141	90.91	16
124	RIGHT	603	0.141	96.02	7
125	TAKE	603	0.141	99.17	5
126	PERSON	595	0.139	97.98	7
127	YOUNG	595	0.139	96.64	9
128	MAY	593	0.139	99.66	2
129	LIVING	583	0.136	97.77	7
130	TODAY	579	0.135	97.06	4
131	WORK	564	0.132	99.47	2
132	ANOTHER	541	0.126	94.64	12
133	NEED	538	0.126	99.63	1
134	BELIEVE	532	0.124	78.38	20
135	YEAR	531	0.124	99.81	1
136	RURAL	530	0.124	98.30	4
137	REALLY	515	0.120	92.04	8
138	WHERE	514	0.120	85.60	5
139	THEN	502	0.117	93.03	7
140	FIND	500	0.117	97.00	2
141	HE	492	0.115	99.80	1
142	KIDS	491	0.115	97.15	3
143	KEEP	491	0.115	99.80	1
144	HOME	489	0.114	98.57	4
145	ONLY	489	0.114	99.18	4
146	ALWAYS	469	0.110	89.55	11
147	EXAMPLE	465	0.109	95.27	14
148	EAT	464	0.108	99.57	2
149	WHY	462	0.108	99.13	2
150	NO	461	0.108	95.23	4
151	BEING	449	0.105	98.22	7
152	OWN	446	0.104	96.41	8
153	NOW	445	0.104	96.63	3
154	PLACE	445	0.104	98.88	5
155	BODY	438	0.102	99.77	1
156	SCHOOL	438	0.102	98.63	4
157	ENJOY	437	0.102	95.65	7
158	AREA	435	0.102	97.47	5
159	WELL	434	0.101	98.39	3
160	PROGRAM	419	0.098	94.99	7
161	WEATHER	412	0.096	90.29	10
162	SAY	409	0.096	99.51	2
163	LOT	405	0.095	100.00	0
164	PREFER	404	0.094	87.13	10
165	INTO	402	0.094	91.79	1
166	ANY	398	0.093	99.25	3
167	EVERYONE	396	0.093	84.85	12
168	GREAT	389	0.091	98.46	4

Most Frequently Written Words for the GED Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
169	YEARS	383	0.090	97.13	4
170	MOVIES	382	0.089	94.24	8
171	DRUGS	373	0.087	97.59	4
172	TEACH	364	0.085	97.25	8
173	BEST	363	0.085	100.00	0
174	GIVE	360	0.084	99.72	1
175	BEEN	359	0.084	99.16	3
176	REASON	358	0.084	96.37	7
177	WITHOUT	355	0.083	80.00	2
178	AREAS	354	0.083	92.66	6
179	AGE	351	0.082	100.00	0
180	HELPS	348	0.081	95.40	4
181	LOOK	342	0.080	98.25	3
182	LITTLE	338	0.079	98.82	3
183	STREET	337	0.079	98.81	4
184	PROBLEMS	336	0.079	90.48	16
185	WERE	332	0.078	97.59	1
186	SPORTS	328	0.077	96.04	3
187	EDUCATION	325	0.076	93.85	17
188	OVER	325	0.076	99.69	1
189	EVERY	322	0.075	94.72	7
190	HEALTHY	321	0.075	90.03	12
191	ADULTS	320	0.075	93.44	9
192	DOWN	320	0.075	99.69	1
193	LEAST	317	0.074	97.48	3
194	HAD	312	0.073	99.68	1
195	NEVER	310	0.072	95.48	8
196	ENTERTAINMENT	306	0.072	81.37	26
197	FOOD	306	0.072	99.02	3
198	AFTER	295	0.069	99.32	2
199	CITIZENS	295	0.069	96.27	8
200	COME	292	0.068	97.60	3
201	THAT'S	288	0.067	51.04	1
202	ABLE	286	0.067	98.95	3
203	OFF	286	0.067	95.10	1
204	LEARNING	280	0.065	95.71	6
205	WHILE	278	0.065	99.28	2
206	DOING	277	0.065	100.00	0
207	REASONS	274	0.064	91.61	8
208	MIGHT	272	0.064	92.65	4
209	STAY	272	0.064	99.63	1
210	JOB	269	0.063	99.26	1
211	ENOUGH	268	0.063	95.15	9
212	LIVES	268	0.063	89.55	5
213	CHANNEL	265	0.062	81.89	11
214	OPINION	264	0.062	80.68	21
215	FEW	262	0.061	99.62	1
216	THROUGH	262	0.061	82.06	14
217	TV	261	0.061	90.04	2
218	FOODS	260	0.061	98.85	1
219	PERFORM	258	0.060	86.82	11
220	FIRST	257	0.060	97.67	3
221	HIS	257	0.060	99.22	1
222	PART	256	0.060	99.61	1
223	THOSE	254	0.059	98.82	1
224	CAN'T	253	0.059	84.98	7

Most Frequently Written Words for the GED Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
225	PARENTS	252	0.059	92.86	9
226	EACH	250	0.058	100.00	0
227	SOMETIMES	250	0.058	79.60	14
228	BIG	249	0.058	100.00	0
229	SOMEONE	249	0.058	84.34	6
230	WAYS	249	0.058	96.39	2
231	GIVES	248	0.058	98.79	2
232	CRIME	246	0.058	95.93	3
233	OLD	246	0.058	98.78	2
234	WHAT'S	246	0.058	45.12	4
235	ITS	243	0.057	61.73	4
236	SHE	243	0.057	100.00	0
237	FUN	241	0.056	99.17	2
238	CHILD	240	0.056	99.58	1
239	GETTING	240	0.056	96.25	5
240	HOUSE	240	0.056	99.17	2
241	BEFORE	239	0.056	92.89	3
242	AWAY	237	0.055	97.89	2
243	HAPPENING	236	0.055	86.44	10
244	MAKES	236	0.055	97.46	3
245	LOVE	235	0.055	100.00	0
246	OTHERS	235	0.055	96.60	3
247	HAVING	234	0.055	95.30	2
248	LONG	234	0.055	99.57	1
249	START	234	0.055	98.72	3
250	SESAME	232	0.054	60.78	35
251	REQUIRED	230	0.054	98.26	3
252	CARE	229	0.054	99.56	1
253	BACK	227	0.053	100.00	0
254	LET	227	0.053	99.12	2
255	TELL	227	0.053	100.00	0
256	DOES	226	0.053	92.04	4
257	NEW	224	0.052	97.32	3
258	HIGH	223	0.052	99.10	1
259	YOU'RE	223	0.052	21.52	5
260	NICE	222	0.052	100.00	0
261	CHOICE	221	0.052	87.78	9
262	RATHER	220	0.051	99.55	1
263	NIGHT	219	0.051	95.89	3
264	THERE'S	217	0.051	58.99	9
265	TRY	217	0.051	100.00	0
266	YOURSELF	217	0.051	78.80	6
267	ANYTHING	216	0.050	86.11	6
268	I'M	216	0.050	81.48	3
269	TURN	216	0.050	98.15	3
270	TOGETHER	216	0.050	87.96	6
271	MAINTAIN	215	0.050	92.09	5
272	EVENTS	213	0.050	96.24	5
273	PUT	213	0.050	99.53	1
274	TALK	213	0.050	99.06	2
275	THEMSELVES	212	0.050	66.04	27
276	EATING	208	0.049	97.12	2
277	WOULDN'T	208	0.049	85.10	6
278	PLACES	207	0.048	97.58	2
279	REAL	206	0.048	99.51	1
280	CHOOSE	205	0.048	98.05	4

Most Frequently Written Words for the GED Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
281	CARTOONS	204	0.048	91.18	7
282	HEART	204	0.048	96.57	2
283	AIR	203	0.047	99.51	1
284	TWO	203	0.047	95.07	3
285	USE	202	0.047	98.51	3
286	AGREE	200	0.047	99.50	1
287	ASPECTS	199	0.047	99.50	1
288	MUST	199	0.047	98.99	2
289	FAR	197	0.046	96.45	3
290	INFORMATION	196	0.046	90.31	9
291	KIND	196	0.046	97.45	4
292	STILL	196	0.046	98.47	2
293	MYSELF	195	0.046	83.08	4
294	AM	191	0.045	95.29	3
295	MAYBE	191	0.045	89.53	8
296	SIT	191	0.045	95.81	3
297	BECOME	190	0.044	97.37	3
298	LESS	190	0.044	96.84	4
299	SAME	190	0.044	97.37	2
300	MONEY	189	0.044	98.94	1
301	HARD	188	0.044	98.94	2
302	KEEPS	183	0.043	95.63	2
303	PLAY	182	0.043	98.90	2
304	MIND	181	0.042	95.58	3
305	EXERCISING	178	0.042	78.65	15
306	EVERYDAY	178	0.042	64.04	6
307	EVERYTHING	177	0.041	83.62	8
308	VIOLENT	177	0.041	91.53	10
309	BOTH	176	0.041	99.43	1
310	ELSE	172	0.040	91.28	5
311	MOVIE	172	0.040	94.77	4
312	WHOLE	172	0.040	88.95	5
313	ANIMALS	170	0.040	90.00	13
314	CHANNELS	170	0.040	82.35	9
315	TYPE	170	0.040	98.24	3
316	GAME	169	0.040	98.22	2
317	TIMES	167	0.039	96.41	5
318	FRIENDS	165	0.039	90.30	5
319	HER	165	0.039	99.39	1
320	SOCIETY	165	0.039	90.91	9
321	WEIGHT	165	0.039	83.64	8
322	DAILY	164	0.038	94.51	6
323	HAPPEN	163	0.038	98.77	2
324	OLDER	163	0.038	99.39	1
325	CHANCE	162	0.038	96.30	2
326	SHAPE	160	0.037	97.50	3
327	IDEA	159	0.037	94.97	7
328	INSTANCE	159	0.037	83.65	13
329	SURE	159	0.037	98.11	2
330	TEACHES	159	0.037	94.34	5
331	TELLS	157	0.037	92.99	2
332	DOESN'T	155	0.036	73.55	10
333	SERVICES	155	0.036	94.84	6
334	SMALL	155	0.036	98.71	2
335	JOBS	154	0.036	98.05	1
336	MADE	154	0.036	98.70	2

Most Frequently Written Words
for the GED Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
337	CERTAIN	153	0.036	82.35	8
338	WRONG	153	0.036	95.42	5
339	YOUNGER	153	0.036	94.77	5
340	FUTURE	152	0.036	92.11	8
341	RELAX	152	0.036	92.11	8
342	HIM	151	0.035	99.34	1
343	NOTHING	151	0.035	98.01	3
344	HEAR	150	0.035	89.33	3
345	SERVE	150	0.035	95.33	6
346	CLOSE	149	0.035	97.32	4
347	DOCTOR	149	0.035	95.97	3
348	THREE	149	0.035	97.99	2
349	WORTHWHILE	148	0.035	77.70	7
350	USED	147	0.034	99.32	1
351	WALK	147	0.034	98.64	2
352	POINTS	146	0.034	97.95	2
353	READ	145	0.034	100.00	0
354	PROBABLY	144	0.034	79.17	16
355	WAR	144	0.034	97.92	2
356	EXPERIENCE	143	0.033	65.73	25
357	UNDERSTAND	143	0.033	92.31	5
358	CABLE	142	0.033	100.00	0
359	CAR	141	0.033	97.87	2
360	HELPFUL	140	0.033	93.57	3
361	PROBLEM	140	0.033	90.71	10
362	HOURS	139	0.032	98.56	2
363	OFFER	139	0.032	98.56	2
364	NEXT	137	0.032	99.27	1
365	SET	137	0.032	99.27	1
366	ALONG	136	0.032	95.59	3
367	INTERESTING	136	0.032	81.62	12
368	LETS	136	0.032	89.71	4
369	COUNTRIES	135	0.032	80.00	10
370	QUIET	135	0.032	65.93	8
371	COMMUNITY	134	0.031	91.79	9
372	CONCERN	134	0.031	96.27	4
373	KINDS	134	0.031	91.79	4
374	WORKING	134	0.031	100.00	0
375	GROW	132	0.031	99.24	1
376	LOTS	131	0.031	96.95	1
377	PROPER	131	0.031	96.95	2
378	WHETHER	131	0.031	55.73	8
379	DAYS	130	0.030	94.62	1
380	DRINK	130	0.030	100.00	0
381	USUALLY	130	0.030	86.15	8
382	VARIETY	130	0.030	80.00	11
383	COUNT	129	0.030	100.00	0
384	ETC.	129	0.030	27.13	6
385	REGULAR	129	0.030	93.80	8
386	DISAGREE	128	0.030	96.09	4
387	DIDN'T	128	0.030	89.06	4
388	ESPECIALLY	128	0.030	73.44	26
389	DRINKING	127	0.030	97.64	3
390	ONES	127	0.030	84.25	1
391	WORRY	127	0.030	96.85	3
392	ISN'T	126	0.029	86.51	5

Most Frequently Written Words
for the GED Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
393	OFTEN	126	0.029	96.83	3
394	NEEDS	125	0.029	96.80	4
395	THEY'RE	125	0.029	25.60	8
396	FAVORITE	124	0.029	87.10	12
397	MORNING	124	0.029	91.13	10
398	CITIES	123	0.029	83.74	2
399	DEAL	123	0.029	99.19	1
400	HERE	123	0.029	97.56	1
401	LOCAL	123	0.029	98.37	2
402	ENTERTAINING	120	0.028	87.50	9
403	SOURCE	120	0.028	90.83	3
404	TRUE	120	0.028	99.17	1
405	LIVED	119	0.028	99.16	1
406	COMES	118	0.028	96.61	1
407	NATURE	118	0.028	99.15	1
408	POSITIVE	118	0.028	86.44	7
409	TRYING	118	0.028	94.07	3
410	FAMILIES	117	0.027	78.63	12
411	TRAINING	117	0.027	82.05	8
412	ALMOST	116	0.027	93.97	2
413	COLLEGE	116	0.027	76.72	9
414	EVER	116	0.027	95.69	2
415	CHANGE	115	0.027	96.52	2
416	PROVIDES	115	0.027	95.65	5
417	RUN	115	0.027	98.26	2
418	COMEDY	114	0.027	93.86	5
419	DONE	114	0.027	99.12	1
420	SEEN	114	0.027	98.25	2
421	NUMBER	113	0.026	95.58	4
422	PAY	113	0.026	99.12	1
423	TODAY'S	113	0.026	45.13	2
424	BEAUTIFUL	112	0.026	78.57	12
425	SEEM	112	0.026	97.32	2
426	TAKING	112	0.026	98.21	1
427	WALKING	112	0.026	98.21	2
428	HOWEVER	111	0.026	94.59	2
429	JOIN	111	0.026	97.30	3
430	INFORMED	111	0.026	95.50	4
431	LAST	111	0.026	99.10	1
432	SPECIAL	111	0.026	94.59	6
433	TRAFFIC	111	0.026	93.69	3
434	TROUBLE	111	0.026	93.69	3
435	ANYONE	110	0.026	86.36	2
436	TYPES	109	0.025	91.74	4
437	VEGETABLES	109	0.025	75.23	14
438	COMPLAIN	108	0.025	96.30	4
439	GOT	108	0.025	100.00	0
440	INSTEAD	108	0.025	93.52	6
441	CHILDREN'S	107	0.025	50.47	4
442	GOVERNMENT	107	0.025	58.88	12
443	MEN	107	0.025	99.07	1
444	MAN	106	0.025	100.00	0
445	ASPECT	105	0.025	98.10	1
446	MAKING	105	0.025	94.29	1
447	OUTSIDE	105	0.025	73.33	1
448	PROGRAMMING	105	0.025	58.10	6

Most Frequently Written Words
for the GED Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
449	TEENAGERS	105	0.025	86.67	4
450	ALTHOUGH	104	0.024	91.35	8
451	CONCLUSION	104	0.024	89.42	6
452	DID	104	0.024	100.00	0
453	MATTER	104	0.024	99.04	1
454	HAPPY	103	0.024	100.00	0
455	LONGER	103	0.024	100.00	0
456	PLENTY	103	0.024	92.23	6
457	STATIONS	103	0.024	93.20	5
458	THEREFORE	103	0.024	80.58	7
459	CANNOT	102	0.024	53.92	1
460	COMMERCIALS	102	0.024	64.71	21
461	MEAN	102	0.024	99.02	1
462	SCHOOLS	102	0.024	94.12	2
463	ADULT	101	0.024	92.08	8
464	BRING	101	0.024	100.00	0
465	OFFERS	101	0.024	96.04	3
466	STATES	101	0.024	95.05	2
467	DURING	100	0.023	94.00	3
468	FACT	100	0.023	99.00	1
469	HAND	99	0.023	98.99	1
470	STATE	99	0.023	100.00	0
471	UNTIL	99	0.023	81.82	3
472	SEEMS	98	0.023	94.90	5
473	AGES	97	0.023	96.91	1
474	EIGHTEEN	97	0.023	86.60	4
475	FREE	97	0.023	98.97	1
476	GOES	97	0.023	89.69	3
477	LAUGH	97	0.023	98.97	1
478	STOP	97	0.023	97.94	2
479	STORE	97	0.023	94.85	2
480	BLOOD	96	0.022	97.92	2
481	EASY	96	0.022	98.96	1
482	EXERCISES	96	0.022	71.88	15
483	POINT	96	0.022	98.96	1
484	REST	96	0.022	100.00	0
485	SINCE	96	0.022	95.83	4
486	STREETS	96	0.022	94.79	2
487	DECIDE	95	0.022	85.26	7
488	EVERYBODY	95	0.022	77.89	5
489	ONCE	94	0.022	95.74	3
490	YES	94	0.022	100.00	0
491	BUY	93	0.022	89.25	3
492	FREEDOM	93	0.022	100.00	0
493	GROWING	93	0.022	96.77	3
494	LEARNED	93	0.022	89.25	9
495	PLAN	93	0.022	97.85	1
496	STORES	93	0.022	94.62	2
497	WEEK	93	0.022	98.92	1
498	RUNNING	92	0.022	91.30	3
499	SHOPPING	92	0.022	97.83	2
500	WATER	92	0.022	98.91	1
501	WOMEN	92	0.022	92.39	4
	Totals	359528.00	84.05	46715.84	2796.00
	Averages	717.62	0.17	93.25	5.58

Most Frequently Written Words
for the IU Psychology Student Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
1	THE	5224	4.916	99.87	4
2	TO	3668	3.452	99.92	3
3	A	2880	2.710	99.97	1
4	OF	2844	2.676	99.93	2
5	AND	2806	2.641	99.68	3
6	IS	2119	1.994	100.00	0
7	IN	2112	1.987	99.95	1
8	I	1684	1.585	100.00	0
9	THAT	1566	1.474	99.87	2
10	ARE	1189	1.119	99.92	1
11	BE	1160	1.092	100.00	0
12	IT	1084	1.020	99.82	2
13	FOR	1060	0.997	100.00	0
14	NOT	870	0.819	99.77	1
15	PEOPLE	856	0.806	99.30	2
16	OR	800	0.753	99.38	1
17	AS	784	0.738	99.74	2
18	THIS	783	0.737	100.00	0
19	HAVE	766	0.721	100.00	0
20	ON	696	0.655	99.86	1
21	WOULD	687	0.646	99.85	1
22	THEY	678	0.638	98.67	3
23	ONE	665	0.626	99.70	1
24	YOU	606	0.570	99.83	1
25	TELEVISION	574	0.540	98.95	5
26	WITH	572	0.538	99.83	1
27	THERE	562	0.529	98.04	3
28	THEIR	516	0.486	97.87	4
29	CAN	502	0.472	100.00	0
30	DO	496	0.467	100.00	0
31	BUT	492	0.463	100.00	0
32	MANY	484	0.455	100.00	0
33	ALL	465	0.438	100.00	0
34	IF	440	0.414	100.00	0
35	MY	421	0.396	100.00	0
36	CITY	417	0.392	100.00	0
37	GOOD	414	0.390	100.00	0
38	MORE	389	0.366	100.00	0
39	SERVICE	378	0.356	99.74	1
40	AT	375	0.353	100.00	0
41	SHOULD	370	0.348	100.00	0
42	THESE	363	0.342	99.45	2
43	ALSO	362	0.341	100.00	0
44	WILL	360	0.339	100.00	0
45	HAS	357	0.336	100.00	0
46	MILITARY	353	0.332	95.75	6
47	AN	343	0.323	99.71	1
48	LIFE	335	0.315	99.70	1
49	BY	332	0.312	99.40	2
50	FROM	320	0.301	99.69	1
51	WHAT	316	0.297	99.37	2
52	EXERCISE	314	0.295	85.99	5
53	WE	310	0.292	100.00	0
54	OUR	300	0.282	99.67	1
55	ME	299	0.281	100.00	0
56	PERSON	296	0.279	100.00	0

Most Frequently Written Words for the IU Psychology Student Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
57	ABOUT	293	0.276	100.00	0
58	SOME	285	0.268	100.00	0
59	WHEN	279	0.263	100.00	0
60	PUBLIC	276	0.260	99.28	2
61	BECAUSE	275	0.259	100.00	0
62	WHO	273	0.257	99.63	1
63	WAS	271	0.255	100.00	0
64	FEEL	256	0.241	100.00	0
65	MOST	254	0.239	100.00	0
66	SO	253	0.238	100.00	0
67	LIKE	252	0.237	100.00	0
68	LIVE	251	0.236	100.00	0
69	TIME	251	0.236	100.00	0
70	WHICH	244	0.230	99.59	1
71	PROGRAMS	242	0.228	99.59	1
72	SUBURBS	231	0.217	99.13	2
73	COUNTRY	230	0.216	100.00	0
74	HEALTHY	230	0.216	95.65	4
75	SUCH	227	0.214	100.00	0
76	VERY	225	0.212	100.00	0
77	MUCH	224	0.211	100.00	0
78	OUT	222	0.209	100.00	0
79	ONLY	221	0.208	100.00	0
80	THEM	221	0.208	100.00	0
81	GET	216	0.203	100.00	0
82	OTHER	215	0.202	99.07	2
83	SHOWS	213	0.200	100.00	0
84	JUST	211	0.199	99.53	1
85	HEALTH	210	0.198	100.00	0
86	LIVING	210	0.198	97.14	3
87	YEAR	210	0.198	100.00	0
88	UP	207	0.195	100.00	0
89	COULD	195	0.184	100.00	0
90	RURAL	192	0.181	98.44	2
91	YOUR	190	0.179	98.95	2
92	VIOLENCE	186	0.175	95.70	2
93	DON'T	184	0.173	94.57	1
94	THINK	184	0.173	100.00	0
95	HE	182	0.171	100.00	0
96	WAY	179	0.168	100.00	0
97	CHILDREN	178	0.168	100.00	0
98	WANT	174	0.164	98.85	2
99	MAKE	161	0.152	100.00	0
100	BEING	157	0.148	100.00	0
101	GO	156	0.147	100.00	0
102	IMPORTANT	155	0.146	99.35	1
103	MUST	152	0.143	100.00	0
104	THAN	152	0.143	97.37	1
105	TOO	151	0.142	84.77	1
106	NO	150	0.141	99.33	1
107	THINGS	150	0.141	100.00	0
108	HOW	148	0.139	100.00	0
109	MAY	146	0.137	99.32	1
110	THOSE	146	0.137	100.00	0
111	DAY	145	0.136	100.00	0
112	INTO	145	0.136	99.31	1

Most Frequently Written Words
for the IU Psychology Student Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
113	ANOTHER	140	0.132	96.43	3
114	WORK	139	0.131	100.00	0
115	SEE	136	0.128	100.00	0
116	THEN	135	0.127	96.30	2
117	LAW	133	0.125	100.00	0
118	HOWEVER	131	0.123	99.24	1
119	AM	130	0.122	99.23	1
120	TODAY	130	0.122	100.00	0
121	BELIEVE	129	0.121	97.67	2
122	RIGHT	129	0.121	100.00	0
123	BETTER	127	0.120	100.00	0
124	WORLD	127	0.120	100.00	0
125	KNOW	126	0.119	100.00	0
126	BEEN	125	0.118	100.00	0
127	EVEN	125	0.118	100.00	0
128	SOCIETY	125	0.118	99.20	1
129	DIET	124	0.117	98.39	1
130	ALWAYS	123	0.116	97.56	3
131	EATING	122	0.115	97.54	2
132	EAT	122	0.115	100.00	0
133	BODY	121	0.114	100.00	0
134	WATCH	121	0.114	100.00	0
135	SCHOOL	117	0.110	100.00	0
136	PLACE	116	0.109	100.00	0
137	TAKE	116	0.109	100.00	0
138	WELL	115	0.108	100.00	0
139	DIFFERENT	114	0.107	100.00	0
140	AREA	113	0.106	100.00	0
141	CHOICE	113	0.106	100.00	0
142	LIFESTYLE	113	0.106	96.46	3
143	SOMETHING	113	0.106	99.12	1
144	AFTER	112	0.105	99.11	1
145	DOES	111	0.104	100.00	0
146	PROGRAMMING	111	0.104	90.99	2
147	WHERE	111	0.104	97.30	1
148	COLLEGE	108	0.102	100.00	0
149	AREAS	107	0.101	98.13	2
150	FOOD	107	0.101	100.00	0
151	FIRST	107	0.101	99.07	1
152	TWO	107	0.101	100.00	0
153	SHOW	106	0.100	100.00	0
154	NEED	105	0.099	100.00	0
155	WHILE	104	0.098	100.00	0
156	ANY	102	0.096	100.00	0
157	FIND	102	0.096	100.00	0
158	HAD	102	0.096	100.00	0
159	YOUNG	102	0.096	99.02	1
160	OTHERS	101	0.095	98.02	1
161	BAD	100	0.094	100.00	0
162	HIGH	99	0.093	100.00	0
163	WHY	98	0.092	100.00	0
164	FAMILY	97	0.091	100.00	0
165	WERE	96	0.090	100.00	0
166	ENOUGH	94	0.088	100.00	0
167	GREAT	94	0.088	100.00	0
168	OWN	94	0.088	100.00	0

Most Frequently Written Words for the IU Psychology Student Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
169	PROBLEMS	94	0.088	98.94	1
170	THING	94	0.088	100.00	0
171	US	94	15.461	100.00	0
172	EVERY	93	0.088	96.77	2
173	HELP	93	0.088	98.92	1
174	ITS	93	0.088	86.02	3
175	SOMEONE	92	0.087	100.00	0
176	A LOT	91	0.086	72.53	2
177	GOING	91	0.086	100.00	0
178	REASON	90	0.085	100.00	0
179	SHE	90	0.085	100.00	0
180	EVERYONE	89	0.084	98.88	1
181	SAME	89	0.084	100.00	0
182	EACH	88	0.083	100.00	0
183	FOODS	87	0.082	100.00	0
184	REALLY	87	0.082	100.00	0
185	EXAMPLE	86	0.081	100.00	0
186	HER	86	0.081	98.84	1
187	AROUND	85	0.080	100.00	0
188	CITIZENS	85	0.080	100.00	0
189	IT'S	85	0.080	80.00	1
190	BEST	84	0.079	100.00	0
191	HIS	84	0.079	100.00	0
192	WITHOUT	84	0.079	97.62	1
193	ENJOY	82	0.077	100.00	0
194	PROGRAM	82	0.077	100.00	0
195	YEARS	82	0.077	100.00	0
196	BECOME	81	0.076	98.77	1
197	IDEA	81	0.076	100.00	0
198	KEEP	79	0.074	100.00	0
199	THROUGH	79	0.074	98.73	1
200	NOW	78	0.073	100.00	0
201	PREFER	78	0.073	97.44	2
202	LIVES	77	0.072	96.10	2
203	OFF	77	0.072	96.10	1
204	STILL	77	0.072	100.00	0
205	VIOLENT	77	0.072	100.00	0
206	ABLE	76	0.072	100.00	0
207	AWAY	76	0.072	100.00	0
208	SUBURB	76	0.072	98.68	1
209	POSITIVE	75	0.071	100.00	0
210	BOTH	74	0.070	100.00	0
211	LITTLE	74	0.070	100.00	0
212	PART	74	0.070	100.00	0
213	LARGE	73	0.069	100.00	0
214	NEVER	73	0.069	100.00	0
215	WHETHER	73	0.069	94.52	2
216	CHOOSE	72	0.068	95.83	1
217	FEW	71	0.067	100.00	0
218	LESS	71	0.067	100.00	0
219	NUTRITION	71	0.067	100.00	0
220	CITIES	70	0.066	100.00	0
221	CERTAIN	70	0.066	100.00	0
222	DOING	70	0.066	100.00	0
223	OFTEN	70	0.066	98.57	1
224	EXERCISING	69	0.065	82.61	5

Most Frequently Written Words
for the IU Psychology Student Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
225	ONE'S	69	0.065	88.41	1
226	SAY	69	0.065	100.00	0
227	FREEDOM	68	0.064	98.53	1
228	BEFORE	67	0.063	100.00	0
229	ASPECTS	65	0.061	100.00	0
230	PROBLEM	65	0.061	100.00	0
231	GIVE	64	0.060	100.00	0
232	GOVERNMENT	64	0.060	95.31	3
233	LOOK	64	0.060	100.00	0
234	SEEM	64	0.060	100.00	0
235	WORTHWHILE	64	0.060	84.38	2
236	EDUCATIONAL	63	0.059	100.00	0
237	MANDATORY	63	0.059	87.30	2
238	REASONS	63	0.059	100.00	0
239	SMALL	63	0.059	100.00	0
240	THREE	63	0.059	100.00	0
241	TIMES	63	0.059	100.00	0
242	AMOUNT	62	0.058	98.39	1
243	AMERICANS	62	0.058	100.00	0
244	COME	62	0.058	100.00	0
245	INDIVIDUAL	62	0.058	96.77	1
246	NEW	62	0.058	100.00	0
247	WATCHING	62	0.058	100.00	0
248	BACK	61	0.057	100.00	0
249	CHANGE	61	0.057	100.00	0
250	NEGATIVE	61	0.057	100.00	0
251	SEEMS	61	0.057	100.00	0
252	AGE	59	0.056	100.00	0
253	SERVE	59	0.056	100.00	0
254	STAY	59	0.056	100.00	0
255	THEMSELVES	59	0.056	98.31	1
256	BIG	58	0.055	100.00	0
257	DOWN	58	0.055	100.00	0
258	TV	58	0.055	100.00	0
259	MADE	57	0.054	100.00	0
260	LONG	57	0.054	100.00	0
261	PARENTS	57	0.054	98.25	1
262	STUDENTS	57	0.054	100.00	0
263	AMERICAN	56	0.053	100.00	0
264	CLOSE	56	0.053	100.00	0
265	JOB	56	0.053	100.00	0
266	OVER	56	0.053	100.00	0
267	NEWS	56	0.053	100.00	0
268	TYPE	56	0.053	100.00	0
269	HAVING	55	0.052	98.18	1
270	HOME	55	0.052	100.00	0
271	I'M	55	0.052	100.00	0
272	ENTERTAINMENT	54	0.051	100.00	0
273	PROBABLY	54	0.051	92.59	4
274	FUTURE	53	0.050	100.00	0
275	MIGHT	53	0.050	100.00	0
276	T.V.	53	0.050	100.00	0
277	BETWEEN	52	0.049	100.00	0
278	BENEFIT	52	0.049	100.00	0
279	ALTHOUGH	51	0.048	100.00	0
280	CRIME	51	0.048	100.00	0

Most Frequently Written Words
for the IU Psychology Student Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
281	ANNOYS	50	0.047	98.00	1
282	AMERICA	50	0.047	100.00	0
283	EITHER	50	0.047	100.00	0
284	FAR	50	0.047	100.00	0
285	USUALLY	50	0.047	94.00	2
286	ANNOYING	49	0.046	100.00	0
287	MIND	49	0.046	100.00	0
288	TODAY'S	49	0.046	75.51	1
289	CARE	48	0.045	100.00	0
290	DONE	48	0.045	100.00	0
291	ORDER	48	0.045	100.00	0
292	PROVIDE	48	0.045	100.00	0
293	SIMPLY	48	0.045	97.92	1
294	SERVICES	48	0.045	100.00	0
295	SURE	48	0.045	100.00	0
296	FORCED	47	0.044	100.00	0
297	ONCE	47	0.044	100.00	0
298	TOWN	47	0.044	100.00	0
299	THEREFORE	47	0.044	100.00	0
300	WORKING	47	0.044	100.00	0
301	DAILY	46	0.043	100.00	0
302	INSTEAD	46	0.043	100.00	0
303	PHYSICAL	46	0.043	100.00	0
304	START	46	0.043	100.00	0
305	TRY	46	0.043	100.00	0
306	THOUGH	46	0.043	100.00	0
307	EXPERIENCE	45	0.042	100.00	0
308	FIT	45	0.042	100.00	0
309	GIVEN	45	0.042	100.00	0
310	NUMBER	45	0.042	100.00	0
311	POINT	45	0.042	100.00	0
312	PROPER	45	0.042	100.00	0
313	SINCE	45	0.042	100.00	0
314	ADULTS	44	0.041	100.00	0
315	ADVANTAGES	44	0.041	97.73	1
316	LEARN	44	0.041	100.00	0
317	MAINTAIN	44	0.041	100.00	0
318	NEEDS	44	0.041	100.00	0
319	COMPULSORY	43	0.040	93.02	3
320	DURING	43	0.040	97.67	1
321	EDUCATION	43	0.040	100.00	0
322	FITNESS	43	0.040	100.00	0
323	HOURS	43	0.040	100.00	0
324	WAYS	43	0.040	100.00	0
325	FACT	42	0.040	100.00	0
326	HAND	42	0.040	100.00	0
327	SHAPE	42	0.040	100.00	0
328	ACHIEVE	41	0.039	85.37	2
329	DEAL	41	0.039	100.00	0
330	FRIENDS	41	0.039	100.00	0
331	QUALITY	41	0.039	97.56	1
332	WEIGHT	41	0.039	100.00	0
333	CAUSE	40	0.038	100.00	0
334	DECIDE	40	0.038	100.00	0
335	FOUND	40	0.038	100.00	0
336	FEELING	40	0.038	100.00	0

Most Frequently Written Words
for the IU Psychology Student Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
337	MONEY	40	0.038	100.00	0
338	TURN	40	0.038	100.00	0
339	CAN'T	39	0.037	97.44	1
340	MEANS	39	0.037	100.00	0
341	OFFER	39	0.037	100.00	0
342	USED	39	0.037	100.00	0
343	AGAINST	38	0.036	97.37	1
344	NATION	38	0.036	100.00	0
345	OPPORTUNITIES	38	0.036	81.58	6
346	STATES	38	0.036	100.00	0
347	YOURSELF	38	0.036	100.00	0
348	DOESN'T	37	0.035	100.00	0
349	HERE	37	0.035	100.00	0
350	NICE	37	0.035	100.00	0
351	OPINION	37	0.035	100.00	0
352	REQUIRED	37	0.035	100.00	0
353	SEVERAL	37	0.035	100.00	0
354	WAR	37	0.035	100.00	0
355	EXERCISES	36	0.034	69.44	3
356	HABITS	36	0.034	97.22	1
357	LATE	36	0.034	100.00	0
358	MAKES	36	0.034	100.00	0
359	TYPES	36	0.034	100.00	0
360	CHICAGO	36	5.921	100.00	0
361	CHOLESTEROL	35	0.033	51.43	7
362	ESPECIALLY	35	0.033	100.00	0
363	FAST	35	0.033	100.00	0
364	EVENTS	35	0.033	100.00	0
365	HEART	35	0.033	100.00	0
366	GROUPS	35	0.033	100.00	0
367	HARD	35	0.033	100.00	0
368	JOBS	35	0.033	100.00	0
369	MAIN	35	0.033	100.00	0
370	LIVED	35	0.033	100.00	0
371	LEAST	35	0.033	100.00	0
372	NEXT	35	0.033	100.00	0
373	NIGHT	35	0.033	100.00	0
374	REQUIRING	35	0.033	97.14	1
375	PUT	35	0.033	100.00	0
376	WANTS	35	0.033	100.00	0
377	USE	35	0.033	100.00	0
378	WHOLE	35	0.033	100.00	0
379	AIR	34	0.032	100.00	0
380	DECISION	34	0.032	97.06	1
381	DEFINITELY	34	0.032	67.65	6
382	FINALLY	34	0.032	100.00	0
383	HIM	34	0.032	100.00	0
384	MAYBE	34	0.032	88.24	2
385	NOTHING	34	0.032	100.00	0
386	NECESSARY	34	0.032	85.29	4
387	PLAY	34	0.032	100.00	0
388	QUESTION	34	0.032	97.06	1
389	RUNNING	34	0.032	97.06	1
390	TRUE	34	0.032	100.00	0
391	VEGETABLES	34	0.032	82.35	4
392	VIEWERS	34	0.032	94.12	1

Most Frequently Written Words
for the IU Psychology Student Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
393	YET	34	0.032	100.00	0
394	ANYTHING	33	0.031	100.00	0
395	BENEFITS	33	0.031	93.94	2
396	BENEFICIAL	33	0.031	96.97	1
397	COMMUNITY	33	0.031	93.94	2
398	CONCLUSION	33	0.031	93.94	1
399	DRIVE	33	0.031	100.00	0
400	DID	33	0.031	100.00	0
401	GETTING	33	0.031	100.00	0
402	LOSE	33	0.031	87.88	2
403	MEALS	33	0.031	100.00	0
404	RATHER	33	0.031	100.00	0
405	WALKING	33	0.031	100.00	0
406	UNITED	33	0.031	100.00	0
407	WEEK	33	0.031	100.00	0
408	ANYONE	32	0.030	96.88	1
409	ACTIVITIES	32	0.030	100.00	0
410	CANNOT	32	0.030	100.00	0
411	DRAFT	32	0.030	100.00	0
412	EVERYTHING	32	0.030	100.00	0
413	FREE	32	0.030	100.00	0
414	MYSELF	32	0.030	100.00	0
415	SEEN	32	0.030	100.00	0
416	SYSTEM	32	0.030	100.00	0
417	TAKEN	32	0.030	100.00	0
418	WALK	32	0.030	100.00	0
419	WRONG	32	0.030	100.00	0
420	ANNOY	31	0.029	100.00	0
421	ALONG	31	0.029	100.00	0
422	AGAIN	31	0.029	100.00	0
423	FORCE	31	0.029	100.00	0
424	KIND	31	0.029	100.00	0
425	MAKING	31	0.029	100.00	0
426	PLAN	31	0.029	96.77	1
427	PERHAPS	31	0.029	100.00	0
428	QUITE	31	0.029	93.55	2
429	SENSE	31	0.029	100.00	0
430	SPEND	31	0.029	100.00	0
431	UNITED STATES	31	5.099	100.00	0
432	CONCERNED	30	0.028	96.67	1
433	CAR	30	0.028	100.00	0
434	ELSE	30	0.028	100.00	0
435	EASY	30	0.028	100.00	0
436	FUN	30	0.028	100.00	0
437	LEAVE	30	0.028	96.67	1
438	OLD	30	0.028	96.67	1
439	POSSIBLE	30	0.028	100.00	0
440	POOR	30	0.028	100.00	0
441	QUIET	30	0.028	96.67	1
442	SPACE	30	0.028	100.00	0
443	ASPECT	29	0.027	100.00	0
444	DISCIPLINE	29	0.027	86.21	2
445	ENVIRONMENT	29	0.027	86.21	3
446	LACK	29	0.027	100.00	0
447	ISSUE	29	0.027	100.00	0
448	KIDS	29	0.027	100.00	0

Most Frequently Written Words
for the IU Psychology Student Essays

Rank	Word	Number of Attempts	Attempts % of all words	Percent Correct	Number of Variants
449	MATTER	29	0.027	100.00	0
450	NEEDED	29	0.027	100.00	0
451	PAY	29	0.027	100.00	0
452	REAL	29	0.027	100.00	0
453	RUN	29	0.027	100.00	0
454	SET	29	0.027	100.00	0
455	SIMPLE	29	0.027	100.00	0
456	TRYING	29	0.027	100.00	0
457	TRAFFIC	29	0.027	100.00	0
458	ACTIVITY	28	0.026	96.43	1
459	BASIC	28	0.026	100.00	0
460	COMMON	28	0.026	96.43	1
461	COMES	28	0.026	100.00	0
462	CHILD	28	0.026	100.00	0
463	DAYS	28	0.026	100.00	0
464	COURSE	28	0.026	100.00	0
465	HELPS	28	0.026	100.00	0
466	ISN'T	28	0.026	85.71	1
467	INDIVIDUALS	28	0.026	100.00	0
468	INVOLVED	28	0.026	100.00	0
469	LONGER	28	0.026	100.00	0
470	MINUTES	28	0.026	96.43	1
471	LAST	28	0.026	100.00	0
472	OUTSIDE	28	0.026	96.43	1
473	REALIZE	28	0.026	100.00	0
474	SOMETIMES	28	0.026	100.00	0
475	TAKES	28	0.026	100.00	0
476	TAKING	28	0.026	96.43	1
477	TEND	28	0.026	96.43	1
478	UPON	28	0.026	92.86	1
479	CLASS	27	0.025	100.00	0
480	DRIVING	27	0.025	100.00	0
481	ETC.	27	0.025	92.59	2
482	GOES	27	0.025	100.00	0
483	HEALTHIER	27	0.025	100.00	0
484	MAINTAINING	27	0.025	81.48	2
485	MAJOR	27	0.025	100.00	0
486	PLAYING	27	0.025	100.00	0
487	PAST	27	0.025	100.00	0
488	PROPOSAL	27	0.025	96.30	1
489	REMEMBER	27	0.025	96.30	1
490	SITUATION	27	0.025	100.00	0
491	TOGETHER	27	0.025	100.00	0
492	VARIETY	27	0.025	100.00	0
493	BEGIN	26	0.024	100.00	0
494	END	26	0.024	100.00	0
495	KEY	26	0.024	100.00	0
496	IMPROVE	26	0.024	100.00	0
497	MEN	26	0.024	100.00	0
498	NATURE	26	0.024	100.00	0
499	PRESENT	26	0.024	100.00	0
500	STUDENT	26	0.024	100.00	0
	Totals	84074.00	105.42	49277.85	264.00
	Averages	168.15	0.21	98.56	0.53

APPENDIX B

Most Frequently Misspelled Words for Grades 9 through 12, GED, and Indiana University Undergraduates

Most Frequently Misspelled Words
Grade 9 Essays

Rank	Word	Attempts	Percent Incorrect	Number of Errors	Number of Variants
1	TOO	254	39.76	101	1
2	PART-TIME	227	43.61	99	3
3	SINCERELY	220	38.64	85	10
4	IT'S	185	39.46	73	3
5	A LOT	158	61.39	97	1
6	THAT'S	99	39.39	39	2
7	THEY'RE	83	59.04	49	4
8	YOU'RE	78	66.67	52	2
9	EVERY DAY	64	98.44	63	2
10	FOUR-DAY	53	88.68	47	1
11	AVAILABLE	44	36.36	16	9
12	THERE'S	44	43.18	19	3
13	CANNOT	43	51.16	22	1
14	BULLETIN	39	35.90	14	8
15	INTERVIEWER	37	37.84	14	2
16	ETC.	36	44.44	16	1
17	FIVE-DAY	35	71.43	25	3
18	WHATEVER	30	30.00	9	1
19	LET'S	29	41.38	12	1
20	LAID	27	33.33	9	1
21	THREE-DAY	27	85.19	23	2
22	'CAUSE	27	96.30	26	2
23	STUDENTS'	26	61.54	16	2
24	TOMORROW	24	41.67	10	5
25	EXTRACURRICULAR	23	78.26	18	11
26	WE'RE	23	56.52	13	2
27	RESTAURANT	20	55.00	11	8
28	ANNOUNCEMENT	19	36.84	7	6
29	PERSONALLY	18	33.33	6	2
30	BENEFITS	17	35.29	6	2
31	DEMONSTRATING	17	35.29	6	4
32	GOVERNMENT	17	58.82	10	1
33	WHAT'S	17	41.18	7	1
34	SUCCESSFUL	17	47.06	8	3
35	DRIVING	16	31.25	5	3
36	SCHOOLWORK	16	68.75	11	2
37	BARELY	15	33.33	5	3
38	BACKGROUND	15	33.33	5	3
39	DEFINITELY	15	40.00	6	2
40	ARGUMENT	14	57.14	8	2
41	PERSON'S	14	42.86	6	2
42	ATTENDANCE	13	30.77	4	1
43	AFTER-SCHOOL	13	92.31	12	2
44	FRIDAYS	13	30.77	4	2
45	RECEIVED	13	69.23	9	2
46	EMBARRASSED	12	75.00	9	4
47	STUDENT'S	12	58.33	7	1
48	DAY-CARE	11	63.64	7	2
49	ATHLETICS	11	36.36	4	1
50	NOWADAYS	11	90.91	10	5
51	MAN'S	11	54.55	6	2
52	PERSONNEL	11	63.64	7	2
53	SEES	11	45.45	5	2
54	BENEFIT	10	40.00	4	1
55	CLASSROOM	10	30.00	3	1
56	HIGH SCHOOL	10	100.00	10	1
57	RESPONSIBILITY	10	50.00	5	5

Most Frequently Misspelled Words
Grade 9 Essays

Rank	Word	Attempts	Percent Incorrect	Number of Errors	Number of Variants
58	PEOPLE'S	9	66.67	6	2
59	OURSELVES	9	33.33	3	3
60	SALARY	9	44.44	4	3
61	SCHOOL'S	9	44.44	4	1
62	WE'VE	9	44.44	4	1
63	SECRETARIES	9	44.44	4	4
64	UNNECESSARY	9	44.44	4	3
65	SECRETARIAL	9	44.44	4	4
66	DISAPPOINTED	8	62.50	5	2
67	ATTENDANT	8	37.50	3	2
68	MS.	8	37.50	3	1
69	OUTRAGEOUS	8	50.00	4	3
70	GOING TO	8	100.00	8	1
71	THANK YOU	8	100.00	8	2
72	TAXPAYERS	8	62.50	5	1
73	DROPOUT	7	57.14	4	2
74	SALESMAN	7	42.86	3	2
75	WELFARE	7	57.14	4	4
76	PROGRAMMER	7	42.86	3	1
77	MCDONALD'S	7	71.43	5	2
78	APPROPRIATE	6	33.33	2	2
79	ADEQUATE	6	50.00	3	2
80	DISCUSSED	6	33.33	2	1
81	CHILD'S	6	33.33	2	1
82	ASSISTANT	6	50.00	3	2
83	ADVICE	6	50.00	3	2
84	DEVELOP	6	50.00	3	1
85	HAPPILY	6	33.33	2	2
86	LAID OFF	6	100.00	6	4
87	ONTO	6	33.33	2	1
88	FORTY-FIVE	6	50.00	3	2
89	HASSLE	6	66.67	4	4
90	EXPRESSION	6	33.33	2	2
91	NEARBY	6	33.33	2	1
92	SUCCEED	6	50.00	3	3
93	SIGNING	6	33.33	2	2
94	PROFESSION	6	50.00	3	2
95	SIGNED	6	33.33	2	2
96	ACCIDENTALLY	5	60.00	3	3
97	COUNSELOR	5	80.00	4	2
98	CHILDREN'S	5	40.00	2	2
99	ACADEMIC	5	40.00	2	1
100	BABY-SITTING	5	60.00	3	3
101	PARTIES	5	40.00	2	2
102	EXCITEMENT	5	40.00	2	1
103	EXCITING	5	40.00	2	1
104	LIFEGUARD	5	40.00	2	1
105	INDEPENDENT	5	60.00	3	1
106	OPPORTUNITIES	5	40.00	2	2
107	LEISURE	5	40.00	2	1
108	SURPRISED	5	40.00	2	1
109	SCHOOL BOARD	5	100.00	5	2
110	SPAN	5	40.00	2	1
111	THOROUGHLY	5	40.00	2	2
112	RECOMMENDATION	5	100.00	5	3
113	AT LEAST	4	100.00	4	2
114	ATHLETES	4	50.00	2	2

Most Frequently Misspelled Words
Grade 9 Essays

Rank	Word	Attempts	Percent Incorrect	Number of Errors	Number of Variants
115	DROPOUTS	4	50.00	2	2
116	EMBARRASSING	4	75.00	3	2
117	DRESS CODE	4	100.00	4	1
118	BABY-SITTER	4	100.00	4	2
119	CONSEQUENCES	4	50.00	2	2
120	DEMONSTRATE	4	75.00	3	2
121	A LITTLE	4	100.00	4	2
122	ALL RIGHT	4	100.00	4	2
123	DISCIPLINE	4	100.00	4	3
124	COUNSELORS	4	50.00	2	1
125	APPROACHED	4	50.00	2	2
126	BENEFICIAL	4	50.00	2	2
127	EXPENSE	4	50.00	2	2
128	LOW-INCOME	4	50.00	2	1
129	LEFT-HAND	4	75.00	3	1
130	KIND OF	4	100.00	4	1
131	IMPATIENTLY	4	50.00	2	2
132	MAY BE	4	100.00	4	1
133	MENTALLY	4	50.00	2	2
134	MINISKIRTS	4	50.00	2	2
135	UNFORTUNATE	4	50.00	2	2
136	PRINCIPAL'S	4	100.00	4	3
137	TEACHER'S	4	50.00	2	1
138	QUITTING	4	75.00	3	2
139	RECOMMEND	4	100.00	4	2
140	WEDNESDAY	4	50.00	2	2
141	PREPARATION	4	75.00	3	2
142	PROGRAMMING	4	75.00	3	1
143	JACK'S	4	50.00	2	1
144	A WEEK	3	100.00	3	1
145	APPAREL	3	66.67	2	2
146	DROP OUT	3	100.00	3	2
147	ELSEWHERE	3	66.67	2	2
148	DRAWBACKS	3	33.33	1	1
149	DISCIPLINED	3	66.67	2	2
150	ABSOLUTELY	3	33.33	1	1
151	APOLOGIZED	3	33.33	1	1
152	ASSEMBLY	3	33.33	1	1
153	ENFORCEMENT	3	33.33	1	1
154	ARGUMENTS	3	66.67	2	1
155	ELEMENTARY	3	33.33	1	1
156	ACADEMY	3	66.67	2	1
157	ELECTRICITY	3	33.33	1	1
158	ELEVEN	3	33.33	1	1
159	DISCOVERED	3	33.33	1	1
160	DISTURBANCE	3	33.33	1	1
161	DICTATORSHIP	3	33.33	1	1
162	DETENTION	3	33.33	1	1
163	CLIQUES	3	66.67	2	1
164	CO.	3	33.33	1	1
165	BREAKDOWN	3	66.67	2	1
166	DESPERATELY	3	33.33	1	1
167	BUSINESSMEN	3	66.67	2	1
168	AMENDMENT	3	66.67	2	1
169	CAPTAIN	3	33.33	1	1
170	CARPENTER	3	33.33	1	1
171	CAMPAIGNING	3	66.67	2	1

Most Frequently Misspelled Words
Grade 9 Essays

Rank	Word	Attempts	Percent Incorrect	Number of Errors	Number of Variants
172	BABY SITTER	3	66.67	2	1
173	ALLOWING	3	33.33	1	1
174	CERTIFICATE	3	100.00	3	3
175	DAYDREAMING	3	66.67	2	1
176	CHARACTERISTICS	3	33.33	1	1
177	BABY-SIT	3	100.00	3	2
178	CLASS TIME	3	100.00	3	1
179	BEAUTIFUL	3	33.33	1	1
180	BECOMING	3	33.33	1	1
181	ORGANIZATIONS	3	33.33	1	1
182	FACTORIES	3	33.33	1	1
183	ONE-HALF	3	33.33	1	1
184	FAMILIAR	3	33.33	1	1
185	LABELED	3	33.33	1	1
186	KIDS'	3	100.00	3	1
187	PHYSICALLY	3	33.33	1	1
188	PERSONALITIES	3	33.33	1	1
189	INCREDIBLY	3	33.33	1	1
190	PIANO	3	33.33	1	1
191	EXERCISE	3	33.33	1	1
192	FOURTEEN	3	33.33	1	1
193	IRRITABLE	3	66.67	2	1
194	FAST-FOOD	3	33.33	1	1
195	PAYMENT	3	33.33	1	1
196	PICKETED	3	33.33	1	1
197	PARTICIPATION	3	33.33	1	1
198	NEIGHBOR	3	33.33	1	1
199	IN FRONT	3	100.00	3	1
200	EXTENDING	3	33.33	1	1
201	GUARANTEES	3	33.33	1	1
202	GUARDS	3	33.33	1	1
203	GOVERNOR'S	3	66.67	2	2
204	NATIONALITY	3	33.33	1	1
205	NAME'S	3	66.67	2	1
206	ILLEGAL	3	33.33	1	1
207	HOUSEWIVES	3	66.67	2	2
208	FACING	3	33.33	1	1
209	PART TIME	3	100.00	3	2
210	FULL TIME	3	100.00	3	3
211	FINANCIALLY	3	33.33	1	1
212	PARENTS'	3	100.00	3	2
213	FLORIST	3	100.00	3	3
214	HARSH	3	33.33	1	1
215	OVERHEARING	3	33.33	1	1
216	MAINTENANCE	3	33.33	1	1
217	EXPERIENCED	3	33.33	1	1
218	FINISHES	3	33.33	1	1
219	MAINTAIN	3	33.33	1	1
220	MORALE	3	33.33	1	1
221	TROUBLES	3	33.33	1	1
222	RELAXATION	3	33.33	1	1
223	RESPONSE	3	33.33	1	1
224	RESORT	3	33.33	1	1
225	TWENTY-FIVE	3	33.33	1	1
226	THIRTY-FIVE	3	33.33	1	1
227	WANDERED	3	33.33	1	1
228	UNSKILLED	3	66.67	2	1

Most Frequently Misspelled Words
Grade 9 Essays

Rank	Word	Attempts	Percent Incorrect	Number of Errors	Number of Variants
229	RECEIVING	3	66.67	2	2
230	TUESDAYS	3	33.33	1	1
231	PRIVILEGE	3	100.00	3	3
232	ROLLS	3	33.33	1	1
233	SELECTED	3	33.33	1	1
234	STEAL	3	33.33	1	1
235	TEMPORARY	3	33.33	1	1
236	SEPARATE	3	66.67	2	1
237	VANDALISM	3	33.33	1	1
238	WELCOME	3	33.33	1	1
239	PURSUE	3	66.67	2	1
240	PULPIT	3	100.00	3	2
241	T-SHIRTS	3	33.33	1	1
242	PROTESTERS	3	66.67	2	2
243	POLICEMAN	3	33.33	1	1
244	QUICKER	3	33.33	1	1
245	WHICHEVER	3	66.67	2	1
246	SEATING	3	33.33	1	1
247	SATURDAYS	3	33.33	1	1
248	SEPARATED	3	66.67	2	1
249	SOMEHOW	3	33.33	1	1
250	RIOT	3	33.33	1	1
251	SHINING	3	33.33	1	1
252	PRINCIPALS	3	33.33	1	1
253	SCHOOL DAY	3	100.00	3	2
254	WITHDRAW	3	33.33	1	1
255	HARVARD	3	33.33	1	1
256	HARDEE'S	3	33.33	1	1
257	YEAR'S	3	100.00	3	1
	Totals	3186.00	13571.21	1617.00	460.00
	Averages	12.40	52.81	6.29	1.79

Most Frequently Misspelled Words
Grade 10 Essays

Rank	Word	Attempts	Percent Incorrect	Number of Errors	Number of Variants
1	PART-TIME	200	42.00	84	5
2	FULL-TIME	161	36.02	58	8
3	TOO	131	31.30	41	2
4	PRINCIPAL	78	33.33	26	5
5	THAT'S	66	40.91	27	2
6	A LOT	59	89.83	53	1
7	THEY'RE	57	68.42	39	6
8	BULLETIN	51	37.25	19	10
9	PRINCIPAL'S	40	57.50	23	4
10	YOU'RE	39	71.79	28	3
11	RECEIVE	31	54.84	17	1
12	GENTLEMAN	24	33.33	8	5
13	WHAT'S	19	31.58	6	2
14	REAGAN	17	76.47	13	1
15	GENTLEMEN	16	31.25	5	4
16	EMPLOYEES	16	37.50	6	3
17	ETC.	16	50.00	8	2
18	RECEIVED	16	43.75	7	2
19	OPPORTUNITIES	15	33.33	5	4
20	STRAIGHT	15	33.33	5	4
21	LET'S	14	50.00	7	2
22	RESTAURANT	14	35.71	5	4
23	APPEARANCE	13	30.77	4	2
24	MAN'S	13	38.46	5	2
25	DISAPPOINTED	12	33.33	4	3
26	DIPLOMA	12	50.00	6	2
27	RECEIVING	12	41.67	5	1
28	NECESSARY	11	45.45	5	2
29	PERSON'S	11	63.64	7	2
30	'CAUSE	11	81.82	9	1
31	SCENE	10	30.00	3	3
32	BEGINNING	9	33.33	3	3
33	EVERYDAY	9	33.33	3	2
34	IMMEDIATELY	9	33.33	3	3
35	RIGHT-HAND	9	88.89	8	1
36	WE'RE	9	33.33	3	2
37	MCDONALD'S	9	55.56	5	2
38	BACKGROUND	8	62.50	5	2
39	ENTHUSIASTIC	8	37.50	3	3
40	PLANNED	8	37.50	3	2
41	WHOSE	8	37.50	3	1
42	GIRLFRIEND	7	57.14	4	2
43	FRIEND'S	7	71.43	5	1
44	SCHOOL'S	7	57.14	4	1
45	SUSPENDED	7	57.14	4	3
46	ADS	6	33.33	2	1
47	DEMONSTRATE	6	33.33	2	1
48	GIRL'S	6	83.33	5	2
49	CALENDAR	6	50.00	3	1
50	CUSTOMER	6	50.00	3	2
51	COUNSELORS	6	50.00	3	3
52	OBVIOUSLY	6	33.33	2	2
53	PIECE	6	50.00	3	2
54	PART TIME	6	100.00	6	4
55	SECRETARIAL	6	50.00	3	2
56	YOUNG MAN	6	100.00	6	1
57	WELL-DRESSED	6	66.67	4	2

Most Frequently Misspelled Words
Grade 10 Essays

Rank	Word	Attempts	Percent Incorrect	Number of Errors	Number of Variants
58	AFFECT	5	60.00	3	1
59	A LONG	5	100.00	5	1
60	BUDDY	5	40.00	2	1
61	CONGRATULATIONS	5	80.00	4	2
62	DROPOUT	5	80.00	4	2
63	GOING TO	5	100.00	5	1
64	BABY-SITTING	5	100.00	5	1
65	RELIEVED	5	40.00	2	2
66	NOWADAYS	5	100.00	5	3
67	SKIPPING	5	40.00	2	1
68	LOSE	5	40.00	2	1
69	KIND OF	5	100.00	5	1
70	WE'LL	5	40.00	2	2
71	SUPERVISOR	5	40.00	2	2
72	ENTHUSIASM	4	50.00	2	2
73	ELIGIBLE	4	75.00	3	1
74	DISGUSTED	4	50.00	2	1
75	DARK-HAIRED	4	100.00	4	2
76	AFTERWARDS	4	50.00	2	2
77	CONCERT	4	75.00	3	1
78	AFRAID	4	50.00	2	2
79	RESPONSIBILITIES	4	50.00	2	1
80	NOWHERE	4	50.00	2	2
81	ONE'S	4	75.00	3	1
82	LEFT-HAND	4	75.00	3	1
83	SHAKE	4	50.00	2	1
84	WE'VE	4	50.00	2	1
85	WEEKEND	4	50.00	2	1
86	TAXPAYERS	4	75.00	3	1
87	DISCRIMINATION	3	100.00	3	2
88	DESCRIPTION	3	66.67	2	1
89	DEMONSTRATORS	3	33.33	1	1
90	DISSATISFIED	3	66.67	2	2
91	DEFINITELY	3	66.67	2	2
92	HANGING	3	33.33	1	1
93	ACQUIRE	3	33.33	1	1
94	CURRENT	3	33.33	1	1
95	COURTEOUS	3	33.33	1	1
96	COURT	3	33.33	1	1
97	DOZED	3	33.33	1	1
98	DISTURBING	3	33.33	1	1
99	CONSTANTLY	3	33.33	1	1
100	ADMIT	3	33.33	1	1
101	CONSIDERATION	3	66.67	2	2
102	COMMUNICATING	3	33.33	1	1
103	EMPTY-HANDED	3	100.00	3	1
104	DROPOUTS	3	33.33	1	1
105	EARLIER	3	33.33	1	1
106	COMMUNITY	3	33.33	1	1
107	GUY'S	3	33.33	1	1
108	BURIED	3	33.33	1	1
109	CLASSMATES	3	33.33	1	1
110	ENTHUSED	3	66.67	2	2
111	CHEMICALS	3	33.33	1	1
112	A JOB	3	100.00	3	1
113	CEMETERY	3	33.33	1	1
114	APPOINTMENTS	3	33.33	1	1

Most Frequently Misspelled Words
Grade 10 Essays

Rank	Word	Attempts	Percent Incorrect	Number of Errors	Number of Variants
115	ELSEWHERE	3	33.33	1	1
116	CALMLY	3	33.33	1	1
117	ALCOHOLIC	3	33.33	1	1
118	CIGARETTES	3	66.67	2	2
119	CHATTERING	3	66.67	2	2
120	AGENCIES	3	33.33	1	1
121	ACCIDENT	3	33.33	1	1
122	FAST-FOOD	3	33.33	1	1
123	FORMER	3	33.33	1	1
124	FRANTICALLY	3	33.33	1	1
125	APPROACH	3	33.33	1	1
126	POP	3	33.33	1	1
127	RETARDED	3	33.33	1	1
128	REPRESENTATIVES	3	66.67	2	1
129	PRESIDENTS	3	33.33	1	1
130	HIGH SCHOOL	3	100.00	3	1
131	SAKE	3	33.33	1	1
132	PEOPLE'S	3	66.67	2	1
133	STATED	3	33.33	1	1
134	SATISFY	3	33.33	1	1
135	STRETCHED	3	66.67	2	1
136	PERSUADE	3	33.33	1	1
137	RESTAURANTS	3	66.67	2	2
138	PERSONNEL	3	100.00	3	1
139	REVIEWING	3	33.33	1	1
140	PROFESSION	3	33.33	1	1
141	NORMALLY	3	33.33	1	1
142	PRINCIPALS	3	100.00	3	2
143	MONTHLY	3	66.67	2	1
144	MESSAGES	3	66.67	2	1
145	IGNORED	3	33.33	1	1
146	MANNERS	3	33.33	1	1
147	SLEAZY	3	100.00	3	1
148	MAINTENANCE	3	33.33	1	1
149	LOSING	3	33.33	1	1
150	SOUNDED	3	33.33	1	1
151	PLAYER	3	66.67	2	1
152	LIFEGUARD	3	100.00	3	2
153	INDICATES	3	33.33	1	1
154	INDEPENDENCE	3	66.67	2	1
155	IN FRONT	3	100.00	3	1
156	TOOTHPICK	3	33.33	1	1
157	MISSISSIPPI	3	33.33	1	1
158	TEACHING	3	33.33	1	1
159	JUAN'S	3	33.33	1	1
160	JOE'S	3	66.67	2	1
161	SUCCESSFULLY	3	66.67	2	2
162	VISIT	3	33.33	1	1
163	SUFFICIENT	3	66.67	2	2
164	SURPRISINGLY	3	100.00	3	2
165	UNSUCCESSFUL	3	33.33	1	1
	Totals	1753.00	8615.08	838.00	282.00
	Averages	10.62	52.21	5.08	1.71

Most Frequently Misspelled Words
Grade 11 Essays

Rank	Word	Attempts	Percent Incorrect	Number of Errors	Number of Variants
1	PART-TIME	195	33.85	66	3
2	IT'S	179	36.31	65	2
3	TOO	152	36.84	56	3
4	THEY'RE	62	46.77	29	4
5	RECEIVE	47	48.94	23	1
6	THERE'S	46	36.96	17	5
7	A LOT	42	92.86	39	2
8	YOU'RE	38	65.79	25	3
9	BULLETIN	34	44.12	15	7
10	CANNOT	27	40.74	11	2
11	BUSINESS	26	42.31	11	4
12	ETC.	18	66.67	12	2
13	RECEIVED	16	62.50	10	1
14	STRAIGHT	15	33.33	5	3
15	BREATHE	14	42.86	6	1
16	NECESSARY	14	42.86	6	6
17	CRAWL	13	38.46	5	3
18	CHOSEN	13	38.46	5	2
19	WHATEVER	13	38.46	5	1
20	'CAUSE	13	61.54	8	1
21	MCDONALD'S	12	66.67	8	1
22	EQUIPMENT	11	63.64	7	1
23	OPPORTUNITY	11	45.45	5	4
24	PERSONNEL	11	63.64	7	3
25	PRINCIPAL	10	30.00	3	2
26	MAN'S	10	60.00	6	1
27	SUCCESS	10	30.00	3	3
28	ADMINISTRATORS	9	33.33	3	2
29	HAVEN'T	9	33.33	3	2
30	BEGINNING	9	33.33	3	2
31	DECISION	9	44.44	4	4
32	RESPONSIBILITY	9	33.33	3	3
33	NO ONE	9	66.67	6	3
34	PICKETING	9	33.33	3	1
35	SCARY	9	33.33	3	2
36	COUNSELORS	8	50.00	4	3
37	DESCRIPTION	8	37.50	3	2
38	ENVIRONMENT	8	50.00	4	3
39	ADMINISTRATION	8	50.00	4	3
40	RESTAURANT	8	75.00	6	4
41	STARE	8	37.50	3	2
42	NOWHERE	7	71.43	5	3
43	WEIRD	7	57.14	4	1
44	DOGHOUSE	6	50.00	3	1
45	ELIGIBLE	6	66.67	4	3
46	CREATURES	6	33.33	2	2
47	BOY'S	6	50.00	3	1
48	APPROPRIATE	6	50.00	3	2
49	PLAYHOUSE	6	33.33	2	1
50	PATIENCE	6	33.33	2	2
51	PEEK	6	33.33	2	2
52	PURPOSE	6	33.33	2	2
53	IMMEDIATELY	6	50.00	3	2
54	FRIEND'S	5	80.00	4	2
55	DESPERATELY	5	80.00	4	4
56	DEMONSTRATORS	5	100.00	5	2
57	EXTREMELY	5	40.00	2	2

Most Frequently Misspelled Words
Grade 11 Essays

Rank	Word	Attempts	Percent Incorrect	Number of Errors	Number of Variants
58	DAYDREAMING	5	40.00	2	1
59	GUY'S	5	60.00	3	1
60	EVERY DAY	5	100.00	5	1
61	EMBARRASSED	5	40.00	2	1
62	EVIL	5	40.00	2	2
63	DEFINITELY	5	40.00	2	2
64	EXISTENCE	5	80.00	4	1
65	DOGS	5	60.00	3	1
66	MANNER	5	40.00	2	2
67	PURSUE	5	60.00	3	2
68	HIGH SCHOOL	5	100.00	5	2
69	LAID	5	80.00	4	1
70	SEMICIRCLE	5	80.00	4	4
71	KIND OF	5	100.00	5	3
72	SALARY	5	40.00	2	2
73	LIVELY	5	40.00	2	2
74	WRITER	5	80.00	4	2
75	UNFORTUNATELY	5	80.00	4	3
76	SUCCESSFUL	5	80.00	4	2
77	DECISIONS	4	50.00	2	2
78	ECHOING	4	50.00	2	1
79	FRUSTRATED	4	50.00	2	2
80	ALIENS	4	100.00	4	1
81	CAPITOL	4	75.00	3	1
82	RIGHT-HAND	4	75.00	3	1
83	MANAGERS	4	75.00	3	2
84	INTERFERE	4	50.00	2	2
85	HIDE-AND-GO-SEEK	4	50.00	2	2
86	PART TIME	4	100.00	4	2
87	LEFT-HAND	4	75.00	3	1
88	IMMEDIATE	4	50.00	2	1
89	LONELINESS	4	50.00	2	1
90	SURVIVE	4	50.00	2	1
91	FINISH	3	33.33	1	1
92	ACHIEVEMENT	3	66.67	2	2
93	EXPERIENCING	3	33.33	1	1
94	EXECUTIVE	3	33.33	1	1
95	EXCELLENT	3	33.33	1	1
96	ADMINISTRATOR	3	66.67	2	1
97	FARM	3	33.33	1	1
98	FOLLOW	3	33.33	1	1
99	FEARFUL	3	33.33	1	1
100	DECIDING	3	33.33	1	1
101	BABY-SITTER	3	100.00	3	1
102	HANDICAPPED	3	100.00	3	1
103	DISCRIMINATION	3	33.33	1	1
104	BARTENDER	3	66.67	2	1
105	CASUAL	3	33.33	1	1
106	BASICALLY	3	33.33	1	1
107	DIPLOMA	3	33.33	1	1
108	ENTHUSED	3	33.33	1	1
109	CATEGORIES	3	33.33	1	1
110	GROSS	3	33.33	1	1
111	COVERED	3	33.33	1	1
112	COMMUNICATE	3	66.67	2	2
113	FOREIGNERS	3	100.00	3	2
114	FORMER	3	33.33	1	1

Most Frequently Misspelled Words
Grade 11 Essays

Rank	Word	Attempts	Percent Incorrect	Number of Errors	Number of Variants
115	CHILD'S	3	100.00	3	2
116	CHART	3	33.33	1	1
117	A WHILE	3	100.00	3	1
118	BRUNETTE	3	66.67	2	2
119	ASSISTANCE	3	33.33	1	1
120	DUDES	3	66.67	2	1
121	BUYS	3	33.33	1	1
122	DISGUISED	3	33.33	1	1
123	DROPPED	3	33.33	1	1
124	DROPOUTS	3	66.67	2	1
125	CARRY	3	33.33	1	1
126	COLLAR	3	33.33	1	1
127	CEILING	3	33.33	1	1
128	GOING TO	3	100.00	3	1
129	BREEZE	3	66.67	2	2
130	DEPENDABLE	3	33.33	1	1
131	GHETTO	3	100.00	3	1
132	DOWNSTAIRS	3	66.67	2	1
133	BANKRUPT	3	33.33	1	1
134	FULL TIME	3	100.00	3	1
135	RECEIVING	3	66.67	2	1
136	REMAINED	3	33.33	1	1
137	REPLY	3	33.33	1	1
138	SLEEVELESS	3	33.33	1	1
139	HID	3	33.33	1	1
140	RECOMMENDATIONS	3	66.67	2	2
141	RESUMES	3	66.67	2	2
142	SHOULDER	3	33.33	1	1
143	RACIAL	3	33.33	1	1
144	SATURDAY	3	33.33	1	1
145	SOMEHOW	3	33.33	1	1
146	SERGEANT	3	66.67	2	2
147	SEPARATE	3	66.67	2	1
148	PARTICULARLY	3	33.33	1	1
149	OCCASION	3	66.67	2	2
150	INTELLIGENT	3	33.33	1	1
151	STANDARD	3	33.33	1	1
152	MANNERS	3	33.33	1	1
153	STAIRS	3	33.33	1	1
154	MACHINERY	3	33.33	1	1
155	PROMOTED	3	33.33	1	1
156	SPECIFIC	3	33.33	1	1
157	OUT THERE'S	3	100.00	3	1
158	NO+ONE	3	100.00	3	2
159	PRISONER	3	33.33	1	1
160	INTRODUCED	3	33.33	1	1
161	POSSESSIONS	3	33.33	1	1
162	IMAGINARY	3	33.33	1	1
163	PEOPLE'S	3	100.00	3	1
164	IN FRONT	3	100.00	3	2
165	TIED	3	33.33	1	1
166	STOMACH	3	33.33	1	1
167	MAX	3	33.33	1	1
168	UNIQUE	3	33.33	1	1
169	WRITTEN	3	33.33	1	1
170	UNSUCCESSFUL	3	33.33	1	1
171	WALMART'S	3	33.33	1	1

Most Frequently Misspelled Words
Grade 11 Essays

Rank	Word	Attempts	Percent Incorrect	Number of Errors	Number of Variants
172	SURPRISE	3	66.67	2	2
173	TRIPPED	3	33.33	1	1
174	VIOLENCE	3	33.33	1	1
175	WAKING	3	33.33	1	1
176	WAREHOUSE	3	33.33	1	1
177	HENRY	3	33.33	1	1
	Totals	1678.00	9156.20	785.00	294.00
	Averages	9.48	51.73	4.44	1.66

Most Frequently Misspelled Words
Grade 12 Essays

Rank	Word	Attempts	Percent Incorrect	Number of Errors	Number of Variants
1	TOO	325	32.92	107	3
2	IT'S	248	41.53	103	4
3	A LOT	140	58.57	82	1
4	PART-TIME	107	39.25	42	3
5	FULL-TIME	91	30.77	28	6
6	THAT'S	74	39.19	29	1
7	THEY'RE	70	61.43	43	6
8	YOU'RE	63	63.49	40	3
9	CANNOT	44	31.82	14	2
10	LOSE	38	50.00	19	1
11	WHATEVER	35	37.14	13	1
12	TODAY'S	34	50.00	17	2
13	THERE'S	32	43.75	14	2
14	PEOPLE'S	27	48.15	13	3
15	DEFINITELY	26	57.69	15	6
16	COMMERCIAL	26	34.62	9	3
17	PERSON'S	26	38.46	10	2
18	WHAT'S	25	36.00	9	1
19	NO ONE	23	34.78	8	5
20	PAID	23	43.48	10	1
21	ETC.	22	45.45	10	3
22	AFFECT	20	30.00	6	1
23	AFFECTS	17	35.29	6	1
24	GENTLEMAN	16	43.75	7	3
25	MCDONALD'S	16	62.50	10	1
26	ENVIRONMENT	15	46.67	7	3
27	EVERYONE'S	15	33.33	5	2
28	MANDATORY	14	42.86	6	1
29	SOMEWHAT	14	42.86	6	2
30	LET'S	13	38.46	5	1
31	SECRETARIAL	13	30.77	4	4
32	UP-TO-DATE	13	61.54	8	2
33	BUSINESSES	12	33.33	4	4
34	OVERWEIGHT	12	33.33	4	1
35	CHILDREN'S	10	50.00	5	1
36	NOWADAYS	10	90.00	9	4
37	TRULY	10	30.00	3	1
38	'CAUSE	10	100.00	10	2
39	AWAKE	9	33.33	3	2
40	FOREIGNERS	9	55.56	5	2
41	FIELDS	9	33.33	3	2
42	MAN'S	9	44.44	4	1
43	POTHOLES	9	55.56	5	3
44	WEREN'T	9	44.44	4	2
45	WELL-BALANCED	9	44.44	4	1
46	STRAIGHT	9	33.33	3	3
47	CIGARETTES	8	37.50	3	3
48	COUNSELORS	8	37.50	3	2
49	ALCOHOL-RELATED	8	62.50	5	2
50	DESPERATELY	8	37.50	3	3
51	EQUIPMENT	8	50.00	4	4
52	EVERY DAY	8	100.00	8	1
53	EIGHTEEN-YEAR-OLD	8	50.00	4	2
54	FORWARD	8	62.50	5	2
55	SOMEONE'S	8	75.00	6	1

Most Frequently Misspelled Words
Grade 12 Essays

Rank	Word	Attempts	Percent Incorrect	Number of Errors	Number of Variants
56	RESTAURANT	8	62.50	5	2
57	SUCCEED	8	37.50	3	3
58	WHEREAS	8	37.50	3	1
59	CREDIT	7	42.86	3	1
60	DECIDES	7	42.86	3	3
61	UNNECESSARY	7	57.14	4	3
62	UNITED STATES	7	57.14	4	2
63	SURPRISED	7	57.14	4	3
64	CHOSEN	6	33.33	2	1
65	CLERKS	6	33.33	2	1
66	BATHROOM	6	33.33	2	2
67	DISCUSSION	6	33.33	2	1
68	BREATHE	6	50.00	3	1
69	HANDLING	6	33.33	2	1
70	EVENTUALLY	6	33.33	2	2
71	HIGH SCHOOL	6	100.00	6	1
72	JEWELRY	6	83.33	5	3
73	NATIONALISM	6	33.33	2	2
74	HOMETOWN	6	50.00	3	1
75	ELEMENTARY	6	33.33	2	2
76	EMBARRASSED	6	83.33	5	1
77	PRIVILEGE	6	50.00	3	3
78	NUTRITIOUS	6	33.33	2	1
79	OUTLOOK	6	50.00	3	1
80	SO-CALLED	6	83.33	5	1
81	SCHOOL'S	6	33.33	2	2
82	PETITION	6	50.00	3	2
83	WHIPPOORWILL	6	100.00	6	1
84	SUMMERTIME	6	100.00	6	1
85	BOYS'	5	60.00	3	3
86	ARGUMENT	5	40.00	2	1
87	ACQUAINTED	5	40.00	2	2
88	COMFORT	5	40.00	2	2
89	APPROPRIATE	5	40.00	2	2
90	CHARACTERS	5	40.00	2	2
91	DUTY	5	40.00	2	1
92	CONVINCING	5	40.00	2	2
93	DISGUSTED	5	60.00	3	1
94	IMMEDIATE	5	40.00	2	2
95	MESSY	5	40.00	2	2
96	GUARANTEED	5	40.00	2	2
97	STOCK	5	60.00	3	1
98	PASTIME	5	80.00	4	4
99	PERSONNEL	5	40.00	2	2
100	PREGNANCY	5	60.00	3	3
101	PRIME TIME	5	100.00	5	1
102	SELF-CONFIDENCE	5	40.00	2	2
103	PATIENTS	5	60.00	3	2
104	RECRUITS	5	60.00	3	2
105	REGULARLY	5	40.00	2	2
106	SAFELY	5	40.00	2	2
107	WRITING	5	40.00	2	2
108	UNIQUE	5	40.00	2	2
109	VOLUNTEER	5	40.00	2	2
110	SUBURBAN	5	40.00	2	1
111	CHOLESTEROL	4	100.00	4	3

Most Frequently Misspelled Words
Grade 12 Essays

Rank	Word	Attempts	Percent Incorrect	Number of Errors	Number of Variants
112	CONTROVERSY	4	50.00	2	2
113	A LITTLE	4	100.00	4	1
114	EACH OTHER	4	100.00	4	1
115	BOY'S	4	75.00	3	1
116	EXCEL	4	50.00	2	1
117	HANDICAPPED	4	75.00	3	3
118	HASSLE	4	50.00	2	1
119	JEALOUS	4	50.00	2	2
120	HUMOROUS	4	50.00	2	1
121	LEFT-HAND	4	75.00	3	1
122	SHOOTING	4	50.00	2	2
123	OTHER'S	4	50.00	2	1
124	PRIVILEGES	4	50.00	2	1
125	OCCASIONALLY	4	50.00	2	2
126	RIGHT-HAND	4	50.00	2	1
127	YEAR'S	4	75.00	3	1
128	T-SHIRTS	4	50.00	2	1
129	DEMONSTRATORS	3	33.33	1	1
130	ACCESS	3	33.33	1	1
131	DEBTS	3	33.33	1	1
132	DEVELOPMENT	3	33.33	1	1
133	DIFFICULTY	3	33.33	1	1
134	ALTERNATIVE	3	33.33	1	1
135	CURIOSITY	3	33.33	1	1
136	ACCEPTABLE	3	33.33	1	1
137	DAY'S	3	100.00	3	1
138	ALTOGETHER	3	33.33	1	1
139	COVERAGE	3	33.33	1	1
140	DESCRIPTION	3	33.33	1	1
141	ADOLESCENCE	3	100.00	3	3
142	AVAILABILITY	3	66.67	2	2
143	ATHLETE	3	33.33	1	1
144	CANDIDATES	3	33.33	1	1
145	DRIVER'S	3	66.67	2	1
146	BASICALLY	3	33.33	1	1
147	COMMUNITY'S	3	66.67	2	2
148	BACKYARD	3	66.67	2	2
149	CHASING	3	33.33	1	1
150	CONTROVERSIAL	3	33.33	1	1
151	COMPETENT	3	66.67	2	1
152	ADOLESCENTS	3	66.67	2	1
153	ARGUMENTS	3	33.33	1	1
154	CITY'S	3	33.33	1	1
155	AGGRAVATING	3	100.00	3	2
156	COULD'VE	3	33.33	1	1
157	APPROACHED	3	66.67	2	1
158	ASBESTOS	3	100.00	3	2
159	BROTHER'S	3	66.67	2	1
160	ADVERTISER	3	33.33	1	1
161	CAREERS	3	33.33	1	1
162	BEVERAGE	3	33.33	1	1
163	LIFELONG	3	66.67	2	2
164	MEANTIME	3	66.67	2	1
165	MANUFACTURER	3	66.67	2	1
166	MAKEUP	3	33.33	1	1

Most Frequently Misspelled Words
Grade 12 Essays

Rank	Word	Attempts	Percent Incorrect	Number of Errors	Number of Variants
167	LIES	3	33.33	1	1
168	ELSE'S	3	66.67	2	1
169	LADIES'	3	100.00	3	1
170	MEN'S	3	33.33	1	1
171	JUVENILE	3	33.33	1	1
172	HUNGRY	3	33.33	1	1
173	GOOD-LOOKING	3	66.67	2	2
174	EXTRACURRICULAR	3	66.67	2	2
175	HARASSMENT	3	100.00	3	2
176	FACULTY	3	66.67	2	2
177	FINANCIALLY	3	33.33	1	1
178	FINANCES	3	33.33	1	1
179	HEADACHE	3	33.33	1	1
180	HARD-WORKING	3	66.67	2	1
181	GOING TO	3	100.00	3	2
182	NEGOTIATIONS	3	66.67	2	2
183	IRRITATING	3	66.67	2	2
184	HANDY	3	33.33	1	1
185	GROCERIES	3	33.33	1	1
186	INTERVIEWERS	3	66.67	2	1
187	INTERSECTION	3	66.67	2	1
188	FREAK	3	100.00	3	1
189	INTERRUPTED	3	33.33	1	1
190	HOUSEWIVES	3	100.00	3	3
191	ENVIRONMENTS	3	33.33	1	1
192	INTERVIEWER'S	3	66.67	2	2
193	ENDANGER	3	33.33	1	1
194	FORGETS	3	33.33	1	1
195	GRAMMAR	3	33.33	1	1
196	RECOMMEND	3	33.33	1	1
197	REBELLION	3	66.67	2	2
198	RECEIVES	3	33.33	1	1
199	OCCASION	3	66.67	2	2
200	POCKETBOOK	3	100.00	3	1
201	OPERATE	3	33.33	1	1
202	SHE/HE	3	100.00	3	1
203	POSSIBILITIES	3	33.33	1	1
204	SOCIETY'S	3	66.67	2	2
205	SNORING	3	33.33	1	1
206	PRECEDING	3	33.33	1	1
207	RESTING	3	33.33	1	1
208	PACKED	3	33.33	1	1
209	NEIGHBOR'S	3	100.00	3	3
210	OUTCAST	3	33.33	1	1
211	PATRIOTISM	3	66.67	2	1
212	STOPS	3	33.33	1	1
213	OFTENTIMES	3	66.67	2	1
214	SLOWPOKES	3	100.00	3	1
215	RECOMMENDED	3	33.33	1	1
216	OBSERVE	3	33.33	1	1
217	PROS	3	33.33	1	1
218	OCCURRING	3	66.67	2	1
219	PARENT'S	3	66.67	2	1

Most Frequently Misspelled Words
Grade 12 Essays

Rank	Word	Attempts	Percent Incorrect	Number of Errors	Number of Variants
220	OCCURRED	3	100.00	3	1
221	PROPAGANDA	3	66.67	2	2
222	PATIENCE	3	66.67	2	1
223	REFRIGERATOR	3	100.00	3	3
224	PHRASE	3	66.67	2	1
225	RELIGION	3	33.33	1	1
226	SEPARATE	3	33.33	1	1
227	RELIEVED	3	33.33	1	1
228	OVEREXERT	3	66.67	2	2
229	PASSING	3	33.33	1	1
230	STRAIGHTEN	3	33.33	1	1
231	VEGETABLE	3	66.67	2	2
232	UNDERAGE	3	66.67	2	1
233	NUTRASWEET	3	33.33	1	1
234	UNCOMFORTABLE	3	33.33	1	1
235	FLORIDA	3	33.33	1	1
236	TYPING	3	33.33	1	1
237	YOURS	3	33.33	1	1
238	TRANSPORTATION	3	33.33	1	1
239	WEIGHTLIFTING	3	66.67	2	1
240	MICHAEL	3	33.33	1	1
241	DISNEY	3	33.33	1	1
242	WORKOUT	3	100.00	3	3
243	VARY	3	33.33	1	1
244	TOURISTS	3	33.33	1	1
245	SUCCEEDED	3	33.33	1	1
246	TALK SHOWS	3	100.00	3	1
247	SURPRISING	3	66.67	2	1
248	SUPERINTENDENT	3	66.67	2	2
	Totals	2620.00	12884.61	1209.00	405.00
	Averages	10.49	52.20	4.86	1.63

Most Frequently Misspelled Words
GED Essays

Rank	Word	Attempts	Percent Incorrect	Number of Errors	Number of Variants
1	A LOT	1174	73.94	868	6
2	TOO	908	52.31	475	2
3	IT'S	755	37.22	281	7
4	THAT'S	288	48.96	141	1
5	WHAT'S	246	54.88	135	4
6	ITS	243	38.27	93	4
7	SESAME	232	39.22	91	35
8	YOU'RE	223	78.48	175	5
9	THERE'S	217	41.01	89	9
10	THEMSELVES	212	33.96	72	27
11	EVERYDAY	178	35.96	64	6
12	EXPERIENCE	143	34.27	49	25
13	QUIET	135	34.07	46	8
14	WHETHER	131	44.27	58	8
15	ETC.	129	72.87	94	6
16	THEY'RE	125	74.40	93	8
17	TODAY'S	113	54.87	62	2
18	CHILDREN'S	107	49.53	53	4
19	GOVERNMENT	107	41.12	44	12
20	PROGRAMMING	105	41.90	44	6
21	CANNOT	102	46.08	47	1
22	COMMERCIALS	102	35.29	36	21
23	BENEFIT	85	35.29	30	11
24	RESPONSIBILITY	72	47.22	34	24
25	OVERWEIGHT	70	65.71	46	7
26	OURSELVES	70	31.43	22	10
27	WHATEVER	69	37.68	26	3
28	EIGHTEEN-YEAR-OLD	65	81.54	53	9
29	HEALTHIER	65	43.08	28	10
30	SESAME STREET	64	45.31	29	16
31	SUBURBAN	62	35.48	22	8
32	ENVIRONMENT	61	70.49	43	12
33	POLLUTION	60	38.33	23	5
34	SENSE	60	43.33	26	3
35	CROWDED	59	30.51	18	5
36	EIGHTEEN-YEAR-OLDS	58	86.21	50	3
37	UP-TO-DATE	58	84.48	49	4
38	LET'S	54	50.00	27	1
39	OPPORTUNITY	54	50.00	27	11
40	PERSON'S	54	55.56	30	3
41	BUSINESS	53	30.19	16	10
42	DISEASE	53	45.28	24	13
43	CHOLESTEROL	53	52.83	28	16
44	DISEASES	51	35.29	18	13
45	RECEIVE	49	51.02	25	3
46	WELL-BALANCED	49	71.43	35	6
47	BENEFICIAL	46	39.13	18	8
48	EVERY DAY	46	93.48	43	2
49	LANGUAGE	45	31.11	14	12
50	COMEDIES	44	34.09	15	3
51	CONVENIENT	43	88.37	38	11
52	CONVENIENCE	42	83.33	35	12
53	ONE'S	42	35.71	15	4
54	OVERALL	42	33.33	14	3
55	AFFECT	40	30.00	12	2
56	COMMERCIAL	40	42.50	17	8
57	DISCIPLINE	39	66.67	26	14

Most Frequently Misspelled Words
GED Essays

Rank	Word	Attempts	Percent Incorrect	Number of Errors	Number of Variants
58	OPINIONS	39	35.90	14	7
59	NOWADAYS	39	82.05	32	7
60	AEROBICS	36	41.67	15	8
61	EVERYWHERE	36	41.67	15	4
62	OPPORTUNITIES	36	55.56	20	11
63	ADVERTISING	35	37.14	13	9
64	PEOPLE'S	35	74.29	26	3
65	DEFINITELY	34	70.59	24	12
66	DOCUMENTARIES	33	63.64	21	9
67	NECESSARY	33	39.39	13	12
68	SOMEWHERE	33	42.42	14	2
69	BASIS	32	34.38	11	6
70	BREATHE	31	58.06	18	4
71	ADVERTISEMENT	31	51.61	16	9
72	MTV	31	51.61	16	2
73	EXCITEMENT	30	50.00	15	4
74	FIELDS	29	34.48	10	4
75	SITCOMS	29	37.93	11	7
76	CHECKUPS	28	78.57	22	4
77	PRESCHOOL	27	48.15	13	1
78	FOREIGN	26	30.77	8	6
79	ITSELF	26	34.62	9	3
80	PLEASANT	26	30.77	8	4
81	PBS	26	61.54	16	2
82	SOMEDAY	26	46.15	12	1
83	DEVELOP	25	40.00	10	4
84	MR. ROGERS	25	60.00	15	9
85	NOISY	25	40.00	10	5
86	PROTEIN	25	40.00	10	4
87	SAFETY	25	32.00	8	2
88	ADVICE	24	33.33	8	1
89	VCR	24	54.17	13	2
90	AEROBIC	23	43.48	10	5
91	DAY-TO-DAY	23	86.96	20	1
92	COMMITTED	23	43.48	10	6
93	GED	23	47.83	11	3
94	WORLDWIDE	23	82.61	19	2
95	WE'RE	23	39.13	9	1
96	COMMUNITIES	22	54.55	12	7
97	FANTASY	22	31.82	7	6
98	SOMETIME	22	31.82	7	3
99	SATELLITE	22	63.64	14	8
100	TWENTY-ONE	22	45.45	10	3
101	VEGETABLE	22	45.45	10	6
102	EVERYONE'S	21	52.38	11	2
103	LIFESTYLE	21	42.86	9	4
104	RESPONSIBILITIE	21	33.33	7	7
105	OUTLOOK	21	38.10	8	1
106	RECOMMEND	21	52.38	11	5
107	SIT-UPS	21	76.19	16	5
108	WORKOUT	21	38.10	8	3
109	WHENEVER	21	33.33	7	1
110	AFFECTS	20	35.00	7	2
111	OVERCROWDED	20	85.00	17	5
112	SOMEWHAT	20	60.00	12	2
113	VIDEOS	20	30.00	6	2
114	ENCOURAGE	19	31.58	6	6

Most Frequently Misspelled Words
GED Essays

Rank	Word	Attempts	Percent Incorrect	Number of Errors	Number of Variants
115	LIFETIME	19	42.11	8	2
116	NEIGHBORHOODS	19	31.58	6	3
117	QUIETER	19	57.89	11	1
118	RESTAURANTS	19	63.16	12	9
119	WHEREAS	19	63.16	12	2
120	AMERICA'S	18	38.89	7	2
121	DAYTIME	18	66.67	12	2
122	CHECKUP	18	88.89	16	2
123	JEOPARDY	18	33.33	6	5
124	MYSTERIES	18	38.89	7	5
125	NOBODY	18	38.89	7	2
126	SUPPOSED	18	33.33	6	6
127	SCHEDULE	18	33.33	6	4
128	VIETNAM	18	33.33	6	3
129	BUSINESSES	17	52.94	9	7
130	PARTICIPATE	17	47.06	8	6
131	PREGNANT	17	35.29	6	5
132	THEATER	17	47.06	8	4
133	VOLUNTEER	17	64.71	11	4
134	ADVERTISEMENTS	16	43.75	7	5
135	DAY'S	16	81.25	13	1
136	DECENT	16	56.25	9	5
137	CHILD'S	16	81.25	13	2
138	FORECAST	16	37.50	6	1
139	HAPPINESS	16	31.25	5	4
140	HBO	16	37.50	6	1
141	LOSING	16	50.00	8	3
142	NUTRITIOUS	16	75.00	12	9
143	PASTIME	16	68.75	11	5
144	SCARY	16	31.25	5	2
145	A LITTLE	15	100.00	15	2
146	MIN.	15	73.33	11	3
147	RECOGNIZE	15	33.33	5	1
148	POTATO	15	33.33	5	2
149	OUTDOOR	15	33.33	5	1
150	OVERDO	15	73.33	11	2
151	TELEVISION'S	15	46.67	7	1
152	BACKGROUND	14	35.71	5	4
153	FURTHERMORE	14	50.00	7	6
154	EXCESS	14	42.86	6	5
155	INTERESTS	14	35.71	5	3
156	OVERPOPULATED	14	64.29	9	2
157	AT LEAST	13	100.00	13	3
158	BUSTLE	13	30.77	4	3
159	CAPTAIN	13	30.77	4	4
160	CONSCIOUS	13	53.85	7	5
161	DYING	13	53.85	7	2
162	GIRLFRIEND	13	38.46	5	1
163	NEARBY	13	46.15	6	2
164	NICKELODEON	13	53.85	7	6
165	MEDICINE	13	30.77	4	3
166	MAINTENANCE	13	69.23	9	7
167	PREGNANCY	13	38.46	5	5
168	SKIING	13	61.54	8	3
169	SUCCESSFUL	13	46.15	6	4
170	THEATERS	13	53.85	7	4
171	THROW	13	30.77	4	1

Most Frequently Misspelled Words
GED Essays

Rank	Word	Attempts	Percent Incorrect	Number of Errors	Number of Variants
172	ACCEPT	12	33.33	4	1
173	ATHLETES	12	58.33	7	4
174	CO.	12	33.33	4	1
175	CNN	12	83.33	10	2
176	CHOSEN	12	33.33	4	2
177	CONVENIENCES	12	66.67	8	4
178	CONSUMER	12	33.33	4	4
179	FORTUNE	12	33.33	4	3
180	KIDNAPPING	12	33.33	4	3
181	PARTIES	12	33.33	4	2
182	ESPN	12	41.67	5	1
183	BODY'S	11	72.73	8	2
184	ANNOYS	11	36.36	4	1
185	ADVERTISE	11	36.36	4	3
186	CONVERSATION	11	54.55	6	6
187	COMPANIES	11	63.64	7	2
188	EQUIPMENT	11	45.45	5	4
189	FIRSTHAND	11	100.00	11	3
190	DOCUMENTARY	11	45.45	5	3
191	EXTREMELY	11	36.36	4	2
192	HOMETOWN	11	90.91	10	1
193	HUMOROUS	11	45.45	5	4
194	NATIONS	11	36.36	4	2
195	NIGHTTIME	11	90.91	10	4
196	NONVIOLENT	11	90.91	10	3
197	LIFE'S	11	45.45	5	1
198	NOWHERE	11	45.45	5	4
199	RESEARCH	11	45.45	5	5
200	OUTWEIGH	11	54.55	6	4
201	PROFESSIONAL	11	45.45	5	3
202	SELF-ESTEEM	11	63.64	7	4
203	WEIGH	11	45.45	5	2
204	WELL-BEING	11	36.36	4	1
205	WEEKENDS	11	54.55	6	2
	Totals	10662.00	10244.94	5461.00	1046.00
	Averages	51.82	50.18	26.56	5.13

Most Frequently Misspelled Words
IU Psychology Students

Rank	Word	Attempts	Percent Incorrect	Number of Errors	Number of Variants
1	EXERCISES	36	30.56	11	3
2	CHOLESTEROL	35	48.57	17	7
3	DEFINITELY	34	32.35	11	6
4	EIGHTEEN-YEAR-O	22	**.**	22	2
5	OPPORTUNITY	19	36.84	7	5
6	PEOPLE'S	18	44.44	8	2
7	PERSON'S	17	[redacted]	6	1
8	RECEIVE	14	35.71	5	1
9	EIGHTEEN-YEAR-O	13	76.92	10	2
10	CONVENIENCE	11	90.91	10	8
11	SUNGLASSES	10	50.00	5	2
12	CONTROVERSY	9	33.33	3	3
13	EVERY DAY	9	77.78	7	1
14	ONE-YEAR	9	77.78	7	1
15	OVERCROWDED	9	33.33	3	1
16	LET'S	9	44.44	4	1
17	NONVIOLENT	8	87.50	7	2
18	GIRL FRIEND	8	**.**	8	1
19	CONSCIOUS	8	37.50	3	3
20	JEALOUS	8	50.00	4	1
21	INDEPENDENCE	8	62.50	5	3
22	AFFECTS	8	37.50	3	1
23	FULFILL	8	50.00	4	3
24	COUNTRY'S	8	37.50	3	1
25	JEALOUSY	7	85.71	6	2
26	X	7	**.**	7	7
27	SIT-UPS	7	42.86	3	2
28	SELF-DEFENSE	7	71.43	5	1
29	IU	6	**.**	6	1
30	NATION'S	6	50.00	3	1
31	DESIRABLE	6	33.33	2	2
32	ARISES	6	33.33	2	1
33	AWHILE	6	50.00	3	1
34	SELF-ESTEEM	6	33.33	2	2
35	SIGHT	6	50.00	3	1
36	PREFERENCES	6	33.33	2	2
37	SORORITY	6	33.33	2	1
38	PEACETIME	6	33.33	2	1
39	NONSMOKERS	5	**.**	5	1
40	NEARBY	5	40.00	2	2
41	OCCASIONALLY	5	60.00	3	2
42	FEASIBLE	5	40.00	2	1
43	BORED	5	40.00	2	2
44	CRITICIZE	5	40.00	2	2
45	NUTRITIOUSLY	5	80.00	4	4
46	OCCURRING	5	**.**	5	1
47	HIGH SCHOOL	5	40.00	2	1
48	POTATO	5	40.00	2	1
49	SUPPOSED	5	40.00	2	1
50	SITCOMS	5	60.00	3	1
51	NIGHT LIFE	4	**.**	4	2
52	OCCASIONAL	4	50.00	2	2
53	CONGESTED	4	50.00	2	1
54	DAY'S	4	50.00	2	1
55	LEISURE	4	50.00	2	1
56	NOWHERE	4	75.00	3	2
57	WELL-BEING	4	75.00	3	2
58	RECOMMENDED	4	50.00	2	2

Most Frequently Misspelled Words
IU Psychology Students

Rank	Word	Attempts	Percent Incorrect	Number of Errors	Number of Variants
59	WEIGHT LIFTING	4	75.00	3	3
60	WELFARE	4	50.00	2	1
61	ADVENTUROUS	3	33.33	1	1
62	EQUIVALENT	3	66.67	2	2
63	OVERABUNDANCE	3	66.67	2	1
64	ENERGETIC	3	33.33	1	1
65	NECESSITIES	3	66.67	2	2
66	ALTOGETHER	3	66.67	2	1
67	MASS MEDIA	3	66.67	2	1
68	ENEMIES	3	33.33	1	1
69	LUXURIES	3	33.33	1	1
70	EFFECTIVENESS	3	33.33	1	1
71	LEGITIMATE	3	33.33	1	1
72	DRAMATIZED	3	33.33	1	1
73	LAWYERS	3	33.33	1	1
74	DOCTORS	3	33.33	1	1
75	JAPANESE	3	33.33	1	1
76	DEFINITION	3	33.33	1	1
77	INTELLIGENCE	3	33.33	1	1
78	DAY-TO-DAY	3	66.67	2	1
79	HUMOROUS	3	33.33	1	1
80	CONVENIENCES	3	33.33	1	1
81	EXCUSES	3	33.33	1	1
82	AT LEAST	3	**.**	3	1
83	COMMITTED	3	33.33	1	1
84	MEANT	3	33.33	1	1
85	CLEANSE	3	33.33	1	1
86	LICENSE	3	66.67	2	2
87	CITY'S	3	33.33	1	1
88	AID	3	33.33	1	1
89	CITY LIFE	3	**.**	3	1
90	IN-BETWEEN	3	33.33	1	1
91	CENSORSHIP	3	66.67	2	1
91	OTHERS'	3	33.33	1	1
92	AGGRESSIVE	3	66.67	2	1
93	IRRITATING	3	33.33	1	1
94	EXHILARATING	3	33.33	1	1
95	M*A*S*H*	3	**.**	3	2
96	AMERICAN'S	3	33.33	1	1
97	CALIBER	3	33.33	1	1
98	BELIEVED	3	33.33	1	1
99	AVAILABILITY	3	33.33	1	1
100	ATHLETES	3	33.33	1	1
101	MCDONALD'S	3	66.67	2	1
102	MR. ROGERS	3	**.**	3	2
103	SUCCESSFULLY	3	33.33	1	1
104	SURPRISE	3	66.67	2	1
105	SELF-RESPECT	3	33.33	1	1
106	PREVIOUSLY	3	33.33	1	1
107	PEEVES	3	33.33	1	1
108	SOLELY	3	33.33	1	1
109	PSYCHOLOGICAL	3	33.33	1	1
110	SOMEBODY	3	33.33	1	1
111	SOCIETY'S	3	33.33	1	1
112	SOPHOMORE	3	**.**	3	1
113	PROMISCUITY	3	33.33	1	1
114	VICTIMS	3	33.33	1	1
115	UNREASONABLE	3	33.33	1	1

Most Frequently Misspelled Words
IU Psychology Students

Rank	Word	Attempts	Percent Incorrect	Number of Errors	Number of Variants
116	REBEL	3	33.33	1	1
117	UNPLEASANT	3	33.33	1	1
118	SITCOM	3	66.67	2	1
119	STEMMING	3	33.33	1	1
120	PERSONNEL	3	33.33	1	1
121	SPREADING	3	33.33	1	1
122	TWINKIES	3	33.33	1	1
123	TREMENDOUS	3	33.33	1	1
124	SELF-DISCIPLINE	3	66.67	2	2
125	PRIME TIME	3	66.67	2	2
126	PROCESSES	3	33.33	1	1
127	TENDENCY	3	33.33	1	1
128	REAL-LIFE	3	33.33	1	1
129	STORY LINE	3	66.67	2	1
130	STRENGTHENS	3	33.33	1	1
131	PIECE	3	33.33	1	1
132	UN-AMERICAN	3	33.33	1	1
	Totals	745.00	6632.27	378.00	202.00
	Averages	5.60	49.87	2.84	1.52